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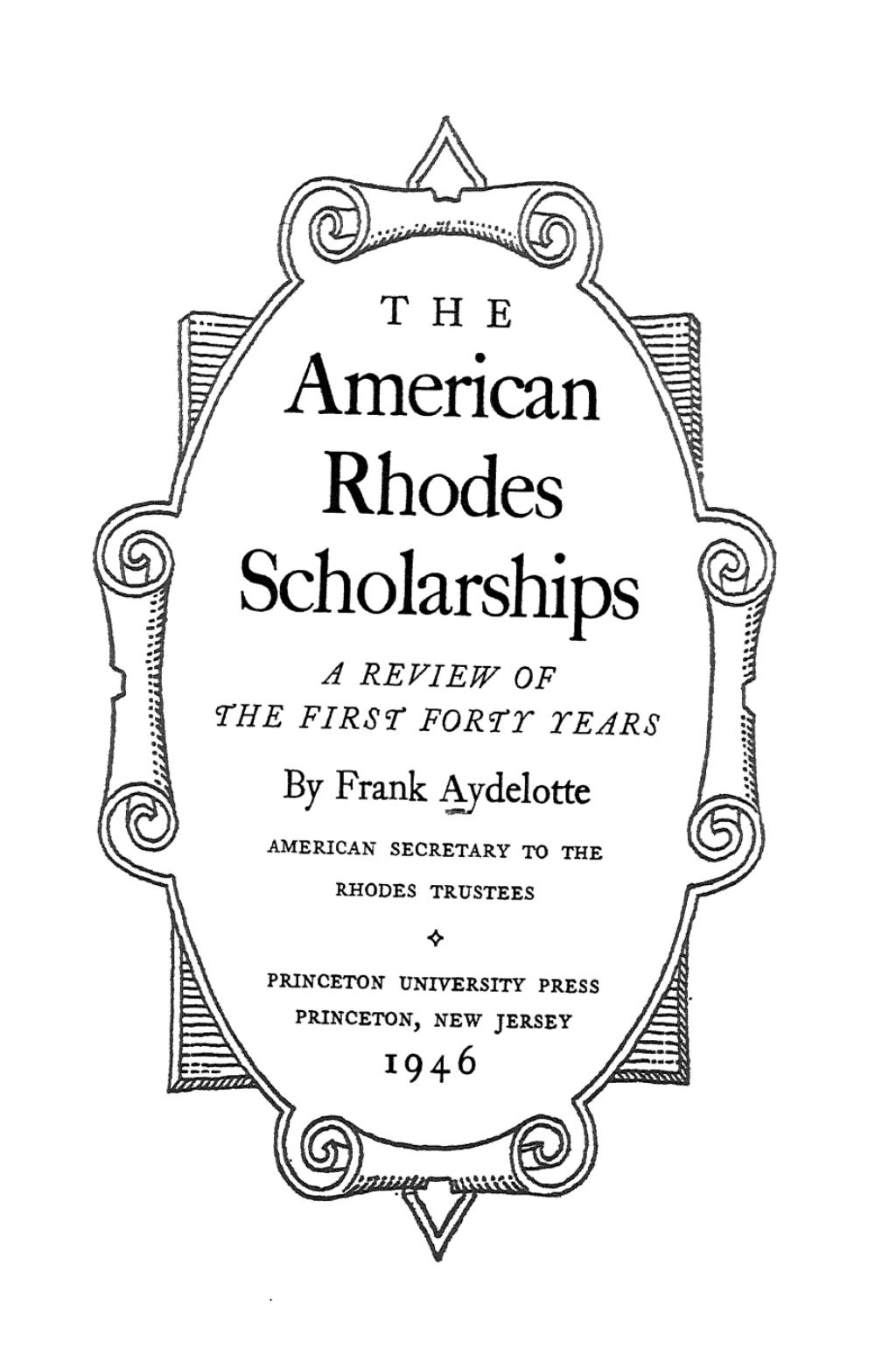
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The American Rhodes Scholarships



T H E
**American
Rhodes
Scholarships**

*A REVIEW OF
THE FIRST FORTY YEARS*

By Frank Aydelotte

AMERICAN SECRETARY TO THE
RHODES TRUSTEES



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Preface

THE Will of Cecil Rhodes has brought to Oxford during the last forty years some two thousand young men from the British Empire, the United States, and Germany, to study there together and to prepare themselves for various careers in their home lands. The Will was actuated by a definite purpose, international as well as educational. It is too early as yet to pronounce a final verdict as to whether that purpose is likely to be achieved. Rhodes himself alluded to it in one document as the work of a century and in another place speaks of two centuries as needed for its fulfillment.

It is, however, not too early to attempt some kind of review of the effects which the vision of Cecil Rhodes has already produced in the forty years of operation of the Scholarships. The oldest of the American Scholars have now turned sixty; a thousand of them, scattered throughout the country, are now in mid-career. It should be possible to say now, not the last word, but at any rate something, about what the Rhodes Scholarships have meant to them, and what they have meant to the communities in which they live and work.

About half of all the Rhodes Scholarships have gone to the United States. This was not due, as is sometimes suggested, to a mistaken impression in the mind of Rhodes that there were still only thirteen American states, and that in awarding two Scholarships for each state he was disposing of only twenty-six appointments instead of ninety-six.¹

¹ See page 17 below.

THE RHOADES PREFACE

Rhodes wished to emphasize the American Scholarships; the Will made explicit provision for territories as fast as they should be admitted to statehood. The reunion of the mother country with the lost American colonies was one of the most definite objects of his life. He cherished the idea of this reunion upon any terms by which it could be accomplished, if necessary, says Stead (who perhaps knew more of Rhodes' ideas on such subjects than any other man), under the American flag.

That the American Scholarships should have worked well and should have operated already to strengthen the bonds of understanding between Great Britain and the United States is something of a miracle.² When the Rhodes Will was published to the world in 1902, among the floods of journalistic comment the darkest fears were expressed on both sides of the Atlantic. Certainly there were many difficulties in the way.

Ignorance of Oxford on the part of American students and American professors, who were their advisers, was profound. John Corbin's *An American at Oxford* which was published at about that time revealed to most of us a new and strange land. Before 1902 only a few adventurous souls had gone from the United States to Oxford or Cambridge. The vast majority of American students went to Germany. Oxford University was thought to be behind the times and Oxford methods were looked upon with distrust. This distrust was only deepened when it came to be known that Oxford Colleges would normally expect an American col-

² Parts of this Preface and of Chapter III below are reprinted by permission from an article in the *American Scholar*, Spring number, 1945.

lege graduate to take the B.A. degree, which usually he already possessed, over again in one of the Honor Schools. And it did not at first add to the popularity of Oxford that men found that they had all the work they could do to acquit themselves creditably in these examinations. Oxford standards of thoroughness were a cause of pained surprise to the first Americans who encountered them.

Free competition for scholarships, of the kind envisaged by Rhodes, was a new thing in the United States, though such competitions (partly due to the influence of the Rhodes Scholarships) have now become common. American feeling, even the feelings of college presidents, shrank a little from the brutality of an election solely on the basis of merit, and, by a kind of institutional courtesy, appointments were often passed around among the institutions of a given state and hard feelings thus avoided.

The problem was still further complicated by the fact that Greek and Latin were compulsory subjects for entrance to the University of Oxford, and the quality of the Scholars in the early years was inevitably still more uneven because of the fact that they were distributed equally among the states. The choice was furthermore made almost super-humanly difficult by the basis of selection outlined in the Rhodes Will, while the choice of good men was not made easier by the arithmetical method of election which Rhodes had proposed.

If for all these reasons many Americans were dubious, Oxford Dons, while they appreciated the devotion of Rhodes to his alma mater, had likewise their own misgivings. It was common to speak of the "American invasion,"

and while no one could predict the probable consequences, many feared the worst. Nevertheless, the scheme was bravely started; Rhodes Scholars did not shake the dust of Oxford High Street from their shoes and depart after one term as it had been predicted they would do; Oxford has not been perceptibly Americanized, nor Rhodes Scholars irreparably Anglicized. If the worst fears of both countries proved to be groundless, nevertheless real difficulties arose and had to be overcome.

It is the purpose of this book to outline the methods by which the Rhodes Trustees have during the last forty years patiently met the problems presented by so new an experiment in international education, to explain the steps by which the American Scholarships have been made more and more successful, and to say what can be said about the record of the men at Oxford and in the United States after their return. Above all I propose to ask and to answer as well as I can the question as to what has been the contribution thus made possible by Cecil Rhodes to life and thought in the United States.

This review of the working of the American Rhodes Scholarships during the last forty years is based upon the Marfleet lectures which I gave on this subject at the University of Toronto in 1938. The delay in publication, due in part to my transfer from Swarthmore to the Institute for Advanced Study, in part to absorption in war work, has in one sense been fortunate. The war makes a natural break and it is fitting that we should take this break as an opportunity to review the accomplishments of the last forty years

in preparation for what one hopes may be greater accomplishments in the future.

The time is rapidly approaching when the annual elections of Rhodes Scholars, interrupted by the war, will be resumed throughout the United States. Some ninety-six Scholars whose work at Oxford was abruptly ended or not allowed to begin in September 1939, most of whom have served in the armed forces, will return to their studies as fast as they are demobilized. It is expected, now that the war is over, that annual elections of younger men will begin in 1946. In addition the Rhodes Trustees have adopted plans which will offer to veterans of the missing years since 1939 an opportunity to compete for Scholarships for which they would have been eligible had there been no war.

The whole problem of the Rhodes Scholarships is the problem of selection. If you want, as Rhodes wanted, men who have the capacity for leadership, you need only pick them out. You cannot train them; they will train themselves, as students at Oxford are allowed to do. You cannot direct their activities; you can only select the ablest and best and leave it to them to do what seems to them most worth doing. For all these reasons no problem of selection, at once so difficult and so important, has ever confronted American educators as the one which Cecil Rhodes proposed in his Will.

I have in this volume confined myself to the working of the American Scholarships. Readers interested in a similar study of the Scholarships in the Dominions should consult Dr. C. K. Allen's pamphlet *Forty Years of the Rhodes Scholarships* published in 1944 by the Oxford University

Press. For the Rhodes Wills the best discussion now in print is Sir Francis Wylie's series of articles in the *American Oxonian*, April 1944-January 1945.

In the organization of the very diverse material of this volume, I have depended upon assistance from many individuals. President John Nason of Swarthmore, who has for many years acted as my assistant in the administration of American selections, and Mrs. Howard M. Jenkins, my Rhodes Scholarship secretary, have made most of the tabulations. Lord Elton, Secretary of the Rhodes Trust, Dr. C. K. Allen, Warden of Rhodes House, and Sir Francis Wylie, formerly Oxford Secretary of the Rhodes Trust, have kindly read my manuscript and offered many useful suggestions. E. F. Millar, formerly assistant secretary of the Rhodes Trust, has compiled for me material from the files in London. Two of the Rhodes Trustees, Sir Edward Peacock and the late Geoffrey Dawson, as well as Sir Herbert Baker, Rhodes' architect and biographer, have kindly read and criticized the chapter on the Wills. Douglas Malcolm has supplied me with information from the De Beers' letter-book about Rhodes' movements between South Africa and England, useful in tracing the circumstances of the drafting of various Wills. Professor E. Balogh of the University of Witwatersrand and R. B. Saayman, Registrar of the Grey University College, have looked up for me details concerning Rhodes' visit to Bloemfontein in December 1890 to which Rhodes alludes in his speech to the Afrikander Bond in March 1891. This material has been useful for my first chapter and will be still

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more valuable for a more thorough study of the Wills which I have now in hand. Without all this generous assistance my book would have been still longer in preparation. Certain parts of this study have already been printed in various magazines. Chapter II was in large part printed in *The American Scholar*, Spring 1945. Chapter III was printed in the *American Oxonian* for July 1945. Chapter IV was printed in *Scribners Magazine* for July 1923. My thanks are due to the editors of these various journals for permission to reprint.

Finally I must record my thanks to my old friend, Henry C. Turner, in whose hospitable house in Highland Park this book was actually written.

FRANK AYDELOTTE

Institute for Advanced Study
Princeton, New Jersey
January 1946

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From a drawing by the Duchess of Rutland.

RHODES SCHOLAR PIONEERS

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Taken in the spring of 1907. The first complete group of Rhodes Scholars from the U.S.A., British Dominions, and Germany.

SIR GEORGE PARKIN

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In 1902 Sir George Parkin, then Principal of Upper Canada College, Toronto, was called by the Rhodes Trustees to organize the competition for the Scholarships in all the constituencies mentioned in the Rhodes Will. He served as organizing secretary from 1902 to 1920.

THE MARQUESS OF LOTHIAN

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Lord Lothian served as Secretary of the Rhodes Trust from 1925 until he was made Ambassador to the United States in 1939. The important changes in the American system of selection made during his period as Secretary are described in Chapter II.

LORD ELTON

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Lord Elton, Fellow of Queen's College, succeeded Lord Lothian as Secretary to the Rhodes Trustees.

SIR FRANCIS WYLIE

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Sir Francis Wylie was the first Oxford Secretary of the Rhodes Trustees. He served from 1903 to 1931. In the pioneer days he contributed more than any single individual to the ultimate success of the Scholarships.

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LADY WYLIE AT SWARTHMORE

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In 1933 Sir Francis Wylie, in the course of his triumphal tour of the United States, was scheduled to make the Commencement address at Swarthmore College and to receive an honorary degree. Unfortunately he was taken ill. Lady Wylie read his address and received the degree as his proxy.

DR. C. K. ALLEN

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Since 1930 Dr. C. K. Allen, as Oxford Secretary to the Rhodes Trustees and Warden of Rhodes House, has ably carried on the administration of the Scholarships in Oxford.

MRS. C. K. ALLEN

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Mrs. Allen was awarded the British Empire Medal in 1945 for meritorious services in connection with the war effort. No one who has come in contact with her work during the war years could imagine any individual in the British Empire more worthy of that honor.



CECIL JOHN RHODES

Chapter One THE VISION OF CECIL RHODES

THE seven wills which Cecil Rhodes made between the ages of 24 and 46 constitute a kind of spiritual autobiography. While they contain no reference to the events of his life, they reflect the most important part of him, his ideals and aspirations, and the development of his thoughts as to how those aspirations could best be realized. The wills deserve more study than they have so far received.¹ Best known are the first (the Secret Society Will, written while he was still an undergraduate), and the last, which established the Rhodes Scholarships. The gradual change in Rhodes' thinking which led him to give up his plan for a secret society and turn instead to a great and novel plan of international education can be traced in these interesting documents. Rhodes devoted his life and his fortune to the search for some means of realizing his vision of unifying the English-speaking peoples and extending their influence throughout the world. His choice of means to that end changed as he grew older and more mature, but the vision itself never altered.

Rhodes was born in an English parsonage in 1853. He was a boy of delicate health and in 1870 his parents sent him to South Africa to join his brother, Herbert, who was trying to make a living by growing cotton in Natal. In 1871 Cecil and Herbert migrated to the diamond fields of Kimberley where Cecil Rhodes laid the foundation of his fortune. He was, however, from his boy-

¹ The best discussion of the wills so far printed is by Sir Francis Wyllie, formerly Oxford Secretary to the Rhodes Trustees, published in the *American Oxonian*, April 1944-January 1945.

hood interested in other things than money. In 1873 he matriculated in Oriel College, Oxford, and, keeping terms as health and money allowed, he took a Pass degree in 1881. Meanwhile he had founded the DeBeers Mining Company and had been elected as a member of the Cape Parliament. In 1877 he acquired all the holdings of his associates in DeBeers. In 1889 he secured a charter for the British South Africa Company and from 1890 to 1895 he acted as Prime Minister of the Cape Colony. In this latter year occurred the Jameson Raid. Rhodes resigned all his offices, public and private, and devoted himself during the remainder of his life to the development of Rhodesia and to the great problem of how to use the fortune he had gathered in order to realize the great purpose of his life—his dream of the unification of the English-speaking peoples of the world and the extension of their influence.

Two of Rhodes' biographers, who knew him most intimately, Sir Herbert Baker and Sir James McDonald, believe that Rhodes found the inspiration for that great dream of his in the teaching of John Ruskin.² Cecil Rhodes matriculated at Oriel College, Oxford, October 13, 1873. Ruskin was teaching and writing in the first enthusiasm of his professorship: his Inaugural Address had been delivered and published in 1870, and during Rhodes' Freshman year Ruskin led a group of Dons and undergraduates in the famous enterprise of building the Hinksey Road. McDonald is our authority for a statement made by Rhodes as to

² Sir Herbert Baker, *Cecil Rhodes*, 1934, pp. 10-13. See also Sir James McDonald, *Rhodes, a Life*, 1927, pp. 36-37, and *Rhodes, a Heritage*, 1943, p. 20.

the deep impression made upon him by Ruskin's teaching. Certainly there is a remarkable similarity between the ideas expressed by Ruskin in his Inaugural Address and the purposes formulated by Rhodes while he was still an undergraduate. Ruskin's theme was the destiny of England. The art produced in any country "is the exponent of its social and political virtues . . . an exact exponent of its ethical life." He asks himself what are the virtues of the English and what the fate of England will be. His answer to these questions was a challenge to his youthful hearers:

"There is a destiny now possible to us—the highest ever set before a nation to be accepted or refused. We are still undegenerate in race; a race mingled of the best northern blood. We are not yet dissolute in temper, but still have the firmness to govern, and the grace to obey. We have been taught a religion of pure mercy, which we must either now betray, or learn to defend by fulfilling. And we are rich in an inheritance of honour, bequeathed to us through a thousand years of noble history, which it should be our daily thirst to increase with splendid avarice, so that Englishmen, if it be a sin to covet honour, should be the most offending souls alive. . . .

"And this is what she must either do, or perish: she must found colonies as fast and as far as she is able, formed of her most energetic and worthiest men;—seizing every piece of fruitful waste ground she can set her foot on, and there teaching these her colonists that their chief virtue is to be fidelity to their country, and that their first aim is to be to advance the power of England by land and sea: and that, though they live on a distant plot of ground, they are no

more to consider themselves therefore disfranchised from their native land, than the sailors of her fleets do, because they float on distant waves."

So Ruskin: now Rhodes. In a curiously outspoken document, the "Confession of Faith," which he wrote about the time that he made his first will in 1877, Rhodes outlines the great purpose of his life:

"It often strikes a man to enquire what is the chief good in life: to one the thought comes that it is a happy marriage, to another great wealth, and, as each seizes on his idea, for that he more or less works for the rest of existence. To myself thinking over the same question the wish came to render myself useful to my country. I then asked myself how could I, and, after reviewing the various methods, I have felt that at the present day we are actually limiting our children and perhaps bringing into the world half the human beings we might owing to the lack of country for them to inhabit, that if we had retained America there would at the present moment be many millions more of English living. I contend that we are the finest race in the world and that the more of the world we inhabit the better it is for the human race. Just fancy those parts that are at present inhabited by the most despicable specimen of human beings, what an alteration there would be in them if they were brought under Anglo-Saxon influence. Look again at the extra employment a new country added to our dominions gives. I contend that every acre added to our territory means in the future birth to some more of the English race who otherwise would not be brought into existence."

In his first will Rhodes states his aim still more specifi-

cally: "The extension of British rule throughout the world, the perfecting of a system of emigration from the United Kingdom and of colonization by British subjects of all lands wherein the means of livelihood are attainable by energy, labour and enterprise, and especially the occupation by British settlers of the entire Continent of Africa, The Holy Land, the valley of the Euphrates, the Islands of Cyprus and Candia, the whole of South America, the islands of the Pacific not heretofore possessed by Great Britain, the whole of the Malay Archipelago, the seaboard of China and Japan, the ultimate recovery of the United States of America as an integral part of the British Empire, the consolidation of the whole Empire, the inauguration of a system of Colonial Representation in the Imperial Parliament which may tend to weld together the disjointed members of the Empire, and finally the foundation of so great a power as to hereafter render wars impossible and promote the best interests of humanity."³

Certainly the connection between Ruskin's clarion call to the youth of England and the response of Rhodes is striking. Aside from the remark quoted by McDonald I have come upon no other reference by Rhodes to the influence which Ruskin may have had upon him. But the "Confession of Faith," written while he was still an undergraduate, indicates that, however modest Rhodes' academic achievements at Oxford, he may have found there, in the teaching of Ruskin, the inspiration for his life's work.

From early youth Rhodes lived under the shadow of ill

³ The documents from which these extracts are taken are preserved in Rhodes House, Oxford.

health. He knew that his life would be short and that his best hope of being useful to his country and to mankind lay in his plans for the use of the fortune which he had amassed while still little more than a boy. He brooded constantly over this problem of how best to use his money for the benefit of humanity and he wrote about it in his wills with the frankness which a man allows himself when he knows that he is writing for posterity. The development of Rhodes' ideas on this subject as reflected in his seven wills shows his deep idealism, his statesmanlike grasp of world problems, and the change in his thinking and in his character from youth to maturity.

The seven wills of Cecil Rhodes were made during twenty-two years (1877-1899) between the ages of 24 and 46. Rhodes was a pioneer and he had all the pioneer's faith in the power of man to change his environment. He was also an Englishman, born and bred, and an eager student of all the problems of the far-flung British Empire. He was intensely patriotic, with the patriotism which exiles so often feel more strongly than stay-at-homes. He was eager for money only for the use which could be made of it in the realization of his great purposes. Above all he believed in men of ability who combined intellectual power with interest in their fellow men and the impulse to use their talents in the furtherance of the public welfare.

In 1877, at the age of 24, while he was still an undergraduate, Rhodes made his first will. It was drafted actually in Kimberley but he describes himself as "Cecil John Rhodes of Oriel College, Oxford." This will, together with what he called his "Confession of Faith," written about the

same time (in it he refers to his will, but, in a letter to Stead, Rhodes says that he wrote it at about the age of 22) express in somewhat youthful language the ideas which were to dominate Rhodes' thinking for fifteen years from the ages of 24 to 39.

In this first will Rhodes leaves all the wealth he expects to acquire to the Earl of Carnarvon, Secretary of State for the Colonies (or to whoever might be the occupant of that office at the time of his death) and to Sidney Godolphin Alexander Shippard, Attorney-General for the Province of Griqualand West, for their use in establishing and promoting a secret society for the purpose of extending British rule throughout the world by (1) the perfecting of a system of colonization by British subjects of suitable land in Africa, the Near East, South America and islands and sea coasts in the Pacific, (2) the ultimate recovery of the United States, and (3) the inauguration of a system of colonial representation in the Imperial Parliament in order to consolidate the Empire. The aim of the society should be, he says, to form so great a power as to render wars impossible and promote the best interests of humanity.

The "Confession of Faith" enlarges upon these ideas. The model for his proposed secret society was the Society of Jesus, though he mentions also the Masons. Important in his plan is the recovery of the United States, not as a subject people but as a free member of a Federated Empire. In another document he proposes that the Imperial Parliament should be held alternately five years in London and five years in Washington. The strongest language in

the document is Rhodes' expression of indignation against George III and his ignorant, pig-headed advisers.

Rhodes outlines in the "Confession of Faith" the types who might be useful as members of the society: men of ability and enthusiasm who find no suitable way to serve their country under the current political system; able youth recruited from the schools and universities; men of wealth with no aim in life; younger sons with high thoughts and great aspirations but without opportunity; rich men whose careers are blighted by some great disappointment. All must be men of ability and character. The tests for admission must be severe. "Once make it common and it fails." Rhodes envisages a group of the ablest and best, bound together by common unselfish ideals of service to what seems to him the greatest cause in the world. There is no mention of material rewards. This is to be a kind of religious brotherhood like the Jesuits, "a church for the extension of the British Empire."

For fifteen years, from the age of 24 to 39, these ideas dominated Rhodes' thinking. As his fortune grew and his acquaintance enlarged he made new wills from time to time. His second will (1882) leaves in one sentence everything he possessed to N. E. Pickering, with an accompanying letter referring to the first will, the ideas of which he expected Pickering to carry out. After Pickering's death in 1888 Rhodes made his third will in that same year, equally brief, leaving everything to Lord Rothschild, with an accompanying letter enclosing "the written matter discussed between us." This, one surmises, consisted of the first will and the "Confession of Faith," since in a postscript Rhodes says,

“In considering questions suggested take Constitution of the Jesuits if obtainable and insert ‘English Empire’ for ‘Roman Catholic Religion.’”

In 1889 Rhodes met W. T. Stead, then editor of the *Pall Mall Gazette*, soon to become the founder of the *Review of Reviews*. On the subject nearest his heart Rhodes evidently found in Stead a kindred spirit. They held long discussions together. The result of this new friendship was that, in the fourth will, made in March 1891, Stead was associated with Lord Rothschild as residuary legatee and executor and trustee of Rhodes’ ideas. A long letter to Stead, written partly August 19 and partly September 3, 1891, encloses (or promises to send) “an old draft of mine of my ideas,” evidently the “Confession of Faith.”

“You will see,” says Rhodes, “I have not altered much as to my feelings. I wrote it when I was about 22. . . . I also send you an old will of mine made sometime afterwards.”

There are indications in this letter that Rhodes’ enthusiasm for his great idea was troubled by the half-unconscious realization that he had not yet fully worked it out. “It is a fearful thing,” he wrote to Stead, “to feel that you possess a patent and to doubt whether your life will last you through the circumlocutions of the forms of the Patent Office. I have that inner conviction that if I can live I have thought out something that is worthy of being registered at the Patent Office. The fear is, shall I have the time and the opportunity?” Already his views look beyond the expansion of the British Empire and the recovery of America to the government of the whole world and the establishment of enduring peace. The essentials are a good plan duly weighed

and agreed upon, an appropriate organization, and the wealth necessary to support its work.

But had he the right plan? I think it is clear that for some time before this letter was written Rhodes had begun to doubt the feasibility of his secret society and that his ideas were running in a different direction. His letter to Stead was written in August and September 1891. A few months before (March 30, 1891) he made a speech to the members of the Afrikander Bond at Kimberley which indicates the new direction which his thoughts were taking. He was beginning to think about education. In December 1890, Rhodes attended an alumni dinner of graduates of Grey College in Bloemfontein. Evidently he was deeply impressed by the enthusiasm of the graduates—their friendship for each other and their devotion to their alma mater. Here, one can imagine, he recognized the spirit which he had dreamed might bind together the members of his secret society. But that was only a dream: this was a reality.

The first result of this new impulse was his project for a teaching university for Cape Colony. In his speech to the members of the Afrikander Bond at Kimberley on March 30, 1891 (he had signed his fourth will in London, March 5), Rhodes announced his plan and gave his reasons for it.

“I have obtained enormous subscriptions in order to found a Teaching University in the Cape Colony. I will own to you why I feel so strongly in favour of that project. I saw at Bloemfontein the other day the immense feeling of friendship that all the members had for the Grey Institute where they had been educated, and from which they had gone out to the world. It was the pleasantest dinner I

had there. I said to myself, if we could get a Teaching University founded in the Cape Colony, taking the people from Bloemfontein, Pretoria, and Natal, having the young men going in there from the ages of eighteen to twenty-one, they will go back to the Free State, to the Transvaal, and to Natal, let me even say they will go back to Mashonaland, tied to one another by the strongest feelings that can be created, because the period in your life when you indulge in friendships which are seldom broken is from the age of eighteen to twenty-one. Therefore if we had a Teaching Residential University these young men would go forth into all parts of South Africa prepared to make the future of the country, and in their hands this great question of union could safely be left. Meanwhile, gentlemen, I shall submit this proposition to Parliament, and I hope it will meet with support. It may be that the Institution which exists at Stellenbosch, the Diocesan College at Rondebosch, or the South African College, may feel that one is interfering with their objects and their collegiate work; but I feel that should a Teaching University such as I have indicated be established—and, as I have said, the scheme has been most liberally supported at home—the young men who will attend it will make the union of South Africa in the future. Nothing will overcome the associations and the aspirations they will form under the shadow of Table Mountain."

Rhodes' letter to Stead, written six months after this speech shows that he had not yet given up his plan for a secret society. But his mind was playing enthusiastically with the idea of a teaching university at the Cape. He se-

lected a site on the slopes of Table Mountain. He had elaborate plans drawn of Oriel College, intending to duplicate Oriel as the first university building, an idea to which Baker, his architect, objected on the grounds that "the Gothic or Tudor architecture of Oriel would in many essential details be unsuited to the climate of South Africa, and to the site and setting on the slopes of the mountain." To Baker's point that the chapel was the central feature of an Oxford College, Rhodes replied that he would have two chapels, one Dutch and one English, on either side of the great quadrangle. It was the idea of a quadrangle that particularly appealed to Rhodes. "The young South African," he said, "wants locking up."⁴

According to Baker, Rhodes proposed to build the university "out of the Kaffir's stomach," in other words out of the profits of the Kaffir Compound system of DeBeers Diamond Mines, which, by agreement with the shopkeepers of Kimberley, were to be used for public purposes.⁵ The idea of a teaching university at the Cape, now a reality, was not carried out during Rhodes' lifetime. Dutch educational institutions were uneasy over possible rivalry. Then came the Jameson Raid, the resignation of Rhodes, and his concentration during the last years of his life on the problems of Rhodesia.

The gradual steps by which Rhodes progressed from the idea of a university to unify South Africa to a system of scholarships at Oxford to unify the British Empire and then to a scheme embracing also the United States and eventually Germany are clear from his later wills and letters.

⁴ Baker, *Cecil Rhodes*, 1934, p. 48.

⁵ *ibid.*, pp. 48-50.

THE VISION OF CECIL RHODES

His fifth will, signed December 19, 1892, at the Burlington Hotel in London, keeps the idea of the secret society but adds a bequest of land and £10,000 in cash to the South African College for a residential college on the model of Oxford and Cambridge. At the same time he adds the name of his solicitor, B. F. Hawksley, to Lord Rothschild and W. T. Stead, as residuary legatees and trustees to whom he gives the same wide powers as in the earlier wills.

It was in his sixth will, signed September 1893, that the great transition which had been taking place in Rhodes' mind during the two years previous finds its first definite expression. In his fifth will (1892) he had, as I have indicated, made provision for a residential college at Cape Town. Having embarked on a scheme for education, he decides to extend its scope beyond South Africa to the whole British Empire. The secret society is dropped and in its place a plan for scholarships is suggested which clearly foreshadows the terms of his final will.

A letter written on shipboard "near Aden" to Hawksley giving directions for the drafting of the sixth will shows how one idea led to another. The residential college for which he had provided, he reasons, may if successful tend to prevent South African students from going to England to study, and thus promote a feeling of separation directly counter to all his ideas. The remedy he proposes is to supplement this bequest with a provision for scholarships at Oxford. In this letter the whole scholarship scheme is outlined, often in the very words of the sixth and seventh wills.

"On thinking over my will I discover that I have made a mistake, in fact made a gift, which if not supplemented may

rather defeat my ideas. I refer to the foundation of a residential college at the Cape, which if successful might lead to check S. African students from coming home for three years to our University and therefore lead rather to promote the feeling of separation through want of intercourse.

“I therefore propose to add to the gift that every year three scholarships should be given (inserted, then deleted, —2 to the S. Africans and one to Stellenbosch) and that the amount should be 250 pounds a year for three years for each or 750 pounds per annum and that the successful winners should matriculate and reside for three years at the University of Oxford in England.”⁶

If the South Africans were sent to Oxford to promote in their minds the feeling of the unity of the Empire, Rhodes saw that the other Dominions should also be represented. Accordingly he directed the establishment of similar scholarships for Australia, New Zealand, and Canada. There are 36 appointments in all, 12 per year, each tenable for three years. His purpose is clearly stated in a sentence which was repeated verbatim in his final will six years later, “I consider that the education of young colonists at one of the Universities in Great Britain is of great advantage to them for giving breadth to their views, for their instruction in life and manners, and for instilling into their minds the advantages to the colonies as well as to England of the retention of the unity of the Empire.”

The conditions of eligibility contain no hint of the kind of test envisaged in his youth for membership in his secret

⁶ Letter from Rhodes to Hawksley, n.d. (but clearly 1893) preserved at Rhodes House, Oxford.

society. He believed that education at Oxford would tend to impress upon young colonists the importance of the retention of the unity of the Empire, but he made no attempt to make assurance doubly sure by any test or any directions to committees of selection or any kind of undertaking given by the Scholar-elect. The requirements for eligibility are substantially those of his final will, though by a happy inspiration he was able six years later to add one phrase which gives that final will its greatest distinction.

Meanwhile he is quite clear in the will of 1893 that he desires that his Scholars shall be all-round men. "My desire being," he says, "that the Students who shall be elected to the Scholarships shall not be merely bookworms, I direct that in the election of a Student to a Scholarship regard shall be had not only to his literary and scholastic attainments but also to his character and social qualities and especially do I direct that no Student shall be elected unless he shall be moderately fond of outdoor sports such as cricket, football and the like. No student shall be qualified or disqualified for election to a Scholarship on account of his race or religious opinions."

The great turning point in Rhodes' thinking which is so strikingly illustrated by this will occurred between his 38th and his 40th year, between 1891 and 1893. Fundamentally Rhodes' ideas remained the same; he still believed in the value of the potential contribution of the British Empire to the stability of the world and the welfare of mankind. He still wished to see the two great branches of the Anglo-Saxon race united. He still saw, half a century before his time, that modern communications had made isolation im-

possible and had made national problems into world problems. He still believed in the principle of federation upon which the Constitution of the United States was based, with local autonomy for local problems and union for external relations. He still believed that the salvation of mankind lay with individuals who in intellect and personal qualities were endowed beyond their fellows.

In this sixth will, however, he abandons forever his youthful idea of a secret society on the model of the Jesuits and the Masons. Instead, in a magnificent gesture of faith, he provides for the education of selected young colonists in complete liberty, trusting that the results will advance the causes which he has at heart without any attempt, by promise or bond, to limit their freedom to think and act for themselves. In breadth, in maturity, in generosity, and in faith, the will of 1893 represents an enormous advance over the will of 1891 which embodies for the last time his youthful ideas of 1877.⁷

Six years later, July 1, 1899, Rhodes made his last will. It was modelled on the will of 1893 but contains several significant changes and additions: the number of scholarships provided for the British Dominions is increased from

⁷ One clause, originally written into the will of 1893, but afterwards erased, shows how far his thinking had gone in the direction of breadth and liberality. Clause 8 as originally written was as follows: "Although in establishing these scholarships I have in view the retention of the present connection between each of the above-mentioned colonies and Great Britain yet I direct that no scholarship shall cease to be payable merely because a Colony shall be separated from Great Britain even though it shall have become subject to a foreign power." The clause was erased before the will was signed but the fact that he had written it shows the direction in which Rhodes' mind was moving.

36 to 60 and two scholarships are provided for each state in the American Union,⁸ while he adds, by codicil, 15 for Germany. The statement of qualifications for election to a scholarship is revised and so greatly improved as to make it one of the finest statements ever written of an educational ideal.

Evidently during the years following 1892 Rhodes meditated a great deal upon the qualifications of the ideal scholar. He spent much time in discussion with Stead and Jameson as to how much weight should be given to the various qualities: scholastic ability, character, and aptitude for athletic sports. It was upon the personal qualifications of his scholars that Rhodes brooded most. He wished them to be men of influence who would alter the world for the better. In connection with the drafting of his seventh and last will Rhodes wrote a letter to his solicitor, B. F. Hawksley, from Madeira. The letter is undated but internal evidence shows that it must have been written before the spring of 1899.⁹ The subject is the exact phrasing of the

⁸ As Sir Francis Wylie has pointed out (*American Oxonian*, April 1944) a letter to Lord Grey of August 25, 1901, effectively disposes of the myth, repeated by one after another of Rhodes' biographers, that he believed the United States to consist of only 13 states and that in assigning two scholarships to each state he thought he was disposing of only 26 scholarships, instead of 96. The estimate which Rhodes gives of the annual cost of the scholarships shows that he was allowing for up to 100 appointments for the United States.

⁹ The original of this letter was preserved in the Hoover War Library at Stanford and was in 1929, with Mr. Hoover's consent (at the suggestion of Vincent Butler, the 1911 Rhodes Scholar from California), generously presented by President Wilbur to the Association of American Rhodes Scholars to be placed by them in the Library of Rhodes House on the occasion of the dedication of that building on the 25th anniversary of the inauguration of the Rhodes Scholarships.

qualifications of the ideal Rhodes Scholar. "I think I have hit the phrase," Rhodes says in his letter, "in awarding the scholarships great consideration shall be given to those who have shown during school days that they have instincts to lead and take an interest in their schoolmates which attributes will be likely in after life to guide them to esteem the performance of public duties as their highest aim." I do not think you will beat the above. The thought came from the sea."

The inclusion of this sentence in the will marks the highest point in the development of Rhodes' political and educational vision. He began twenty-two years before by thinking of a secret society, with members chosen for political tasks and sworn to perform them. He ended his life by providing for the freest possible education of young men from the Dominions, the United States, and Germany, chosen because they were men of ability and character who were likely to use their talents in the service of the public welfare. To their judgment Rhodes left the development and accomplishment of his vision. He left them unfettered and placed the future in their hands.

Rhodes chose as his burial place a lofty hill in the Mattopos which he called the "View of the World." The title well describes his own vision, which from the vantage point of South Africa surveyed the world as a whole. Throughout his life Rhodes clung to the ideal of creating so great a power as would render wars impossible, foster freedom of trade, and promote the welfare of all mankind. Throughout his life he remained steadfast in the belief that these great ends could best be secured by the unity of the Anglo-

Saxon race and the propagation of Anglo-Saxon ideas of democracy, justice, and individual liberty. This was no theory of a master race: it was rather a gospel of service to mankind.

If, in a world where international collaboration has become a necessity, the English-speaking countries—the United States, Great Britain, Canada, Australia, New Zealand, and South Africa—cannot take a position of leadership, the future looks dark indeed. It is the English-speaking countries which have the longest tradition of democracy, and the United States has had the most successful experience of any country in the world in the federation of sovereign states into a coherent and successful whole. The end of the Second World War offers to these countries a great opportunity to place their ideals, their experience, and their skill in the art of government at the service of the world for the preservation of peace.

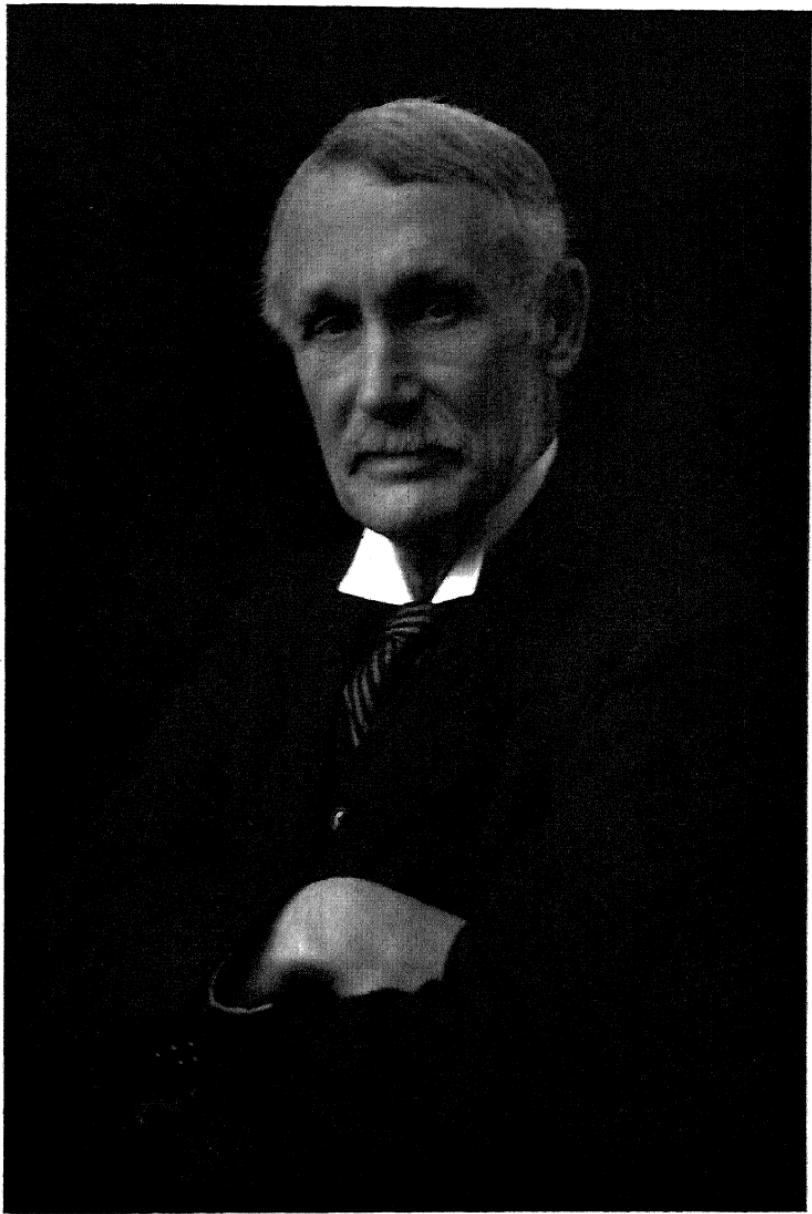
Cecil Rhodes saw these great truths fifty years ago. He believed passionately in the unity of the English-speaking race, if necessary, as quoted above, under the American flag. He seems also to have sensed the growing power and ambition of Germany, and included the German people in his system of scholarships. Rhodes was ahead of his time. If enough people could have seen his vision when he saw it half a century ago, it seems possible to believe that the first half of the 20th century, instead of being the bloodiest period in the history of civilization, might have been a golden age.

Chapter Two THE SELECTION OF AMERICAN RHODES SCHOLARS

THE requirements laid down in the Rhodes will are anything but conventional. Rhodes was emphatic in his desire that his Scholars should not be mere bookworms but men chosen upon a broad basis of intellectual and personal qualities, including, besides scholastic ability and achievement (which he puts first), solidity of character, interest in their fellows and instincts for leadership, and proficiency in manly outdoor sports. Rhodes' aim was clear: he wanted men who would be leaders in their various occupations and who would above all else "esteem the performance of public duties as their highest aim."

In his will Rhodes left suggestions as to the weight which he would attach to these various qualifications and seems to have had the idea that the choices might be made by a system of adding up percentages. As a matter of practical administration this idea was speedily abandoned by the Trustees for the reason that the inevitable result of such a system would be the election, not of men destined for leadership, whom Rhodes was anxious to secure, but of mediocre individuals whom he was eager to avoid.

Industrious mediocrity can attain to a respectable scholastic standing, can produce blameless, if not rich or attractive character, can by devotion to public work achieve a kind of prominence often mistaken for capacity for leadership, and can easily acquire moderate proficiency in athletic sports. The sum of B marks awarded to such a man may easily average higher than those of the individual who is out-



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standing in intellect or character but who is not an athlete or who has not taken pains or has not had opportunity to qualify highly in the other respects outlined in the will.

For this reason the Rhodes Trustees have wisely prescribed that some definite quality of distinction, whether in intellect, character, or personality, is the most important requirement for a Rhodes Scholar, and it is upon this that committees are instructed to insist. In everything that he wrote about the kind of men he desired as Scholars, Rhodes gave paramount importance to qualities of intellect and character, and Committees of Selection are directed to base their choice primarily upon these.

By the phrases which Rhodes used in connection with manly outdoor sports it is quite clear that he did not have in mind the selection of prize athletes. In one of his wills he used the word "moderate" in this connection—which expresses an idea not too readily associated with intercollegiate athletics in the United States of America. It is clear that what Rhodes had in mind was the well-nigh universal participation in outdoor games in the English public schools and the Oxford colleges. Participation in college athletics is unquestionably of great value to a Rhodes Scholar, partly for the sake of health and recreation, partly because no activity brings him more rapidly and more pleasantly into touch with the members of his college. For college athletics at Oxford a very moderate amount of athletic skill is sufficient, and this requirement for a Rhodes Scholarship would be about as well met if it were not made a requirement at all. On the other hand to give a Scholarship to one candidate just because he was a greater athlete than another,

while deficient in the more important requirements for the Scholarship, would be a plain distortion of the intention of the founder. For the guidance of committees an officer of the Rhodes Trust coined the happy phrase that no man should be given a Scholarship primarily because of athletic prowess, nor lose an appointment for the lack of it.

The so-called "leadership" requirement is the most difficult of all Rhodes' ideas to administer in practice, and it is at the same time the most important of all the ideas underlying the Scholarship scheme. Men who are to be leaders at 40 do not always reveal their capacity at 22. Success in being elected to office in the highly organized extracurricular activities of our colleges and universities may indicate a disposition to be a follower, to conform to conventional ideas, rather than the capacity to lead. Courage to oppose ill-founded undergraduate opinion, and unpopularity gained thereby, may be a truer indication of leadership. In any case too great participation in extracurricular activities may deprive a gifted man of the opportunity of getting the solid intellectual training upon which leadership in the modern world must inevitably be based.

It is interesting to note that Rhodes evidently regarded leadership as founded upon moral courage and public spirit, concern for the common welfare, as much as upon more aggressive qualities, and I think it can be said that the experience of the American Rhodes Scholars bears out the soundness of this view. The go-getter, who covets for himself the largest possible number of undergraduate offices, the big man of the campus, is not so likely to be a leader in middle life as the man whose concern is the common good

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rather than personal kudos, and who seeks to relate his college studies to some aspect of the public welfare in the present or the future.

It is quite clear that Rhodes wanted men whose first concern would be for the public welfare rather than for private individual success. Yet the two are not incompatible, are indeed complementary. Public spirit aids any man in making a success in his career as an individual. And the man who can accumulate a fortune or make for himself an influential position in one of the professions or in public life is in the best position to serve the common good if he has the ability to understand it and the concern to do so.

From this point of view the choice of a Rhodes Scholar is a matter of intuition rather than of weighing credentials. Committees can hardly be provided with any facts about the previous record of a candidate which will demonstrate the presence or absence of instincts for leadership. Here they must trust to their own impressions, gathered from a personal interview with the candidate, from a study of his record, and from the confidential comments of penetrating observers. In every respect the choice of Rhodes Scholars in the United States is difficult. The candidates come from many different environments, from a large variety of colleges and universities, with widely varying standards. They have all degrees of social training, they are interested in a wide range of subjects of study, and look forward to many different careers. All these make comparison and choice difficult, but Rhodes' requirement of leadership, which goes to the very heart of his purpose, makes the task of the Committees most difficult of all.

II

When Dr. George R. Parkin, Principal of Upper Canada College, Toronto, was appointed in 1902 as Organizing Secretary to the Rhodes Trustees, with the duty of arranging for the selection of Rhodes Scholars in all the various constituencies mentioned in the Will, he proceeded to hold a series of conferences with educational authorities in the Dominions and in the United States as to the best method of selection. It was agreed that there should be formed in each state of the Union a separate committee responsible for the selection in that state. It was voted by the Association of American Universities that, since the Scholarships came as a gift to American students, the expense of making these selections should be borne by the members of the committees or by the institutions which they represented. It was decided that the best men to comprise the Committees of Selection would be the presidents of the different colleges and universities in the various states, and from this group Dr. Parkin chose the Committees of Selection which functioned with such changes as were necessary from 1904 through 1917, when elections were suspended because of the war.

No doubt the plan adopted was the best possible one under the circumstances, and the committees so organized worked well in many cases. There were, however, certain difficulties. The men whose duty it was to make the selections knew for the most part nothing or very little about the University of Oxford, and consequently were not well fitted to judge the type of man who would be likely to profit by a Rhodes Scholarship. They were, furthermore,

busy men and too often lacked time or inclination to call the opportunities of the Rhodes Scholarships effectively to the attention of the college and university students who might be eligible for appointment. The ignorance of the value of a Rhodes Scholarship and the lack of competition in the early years were seriously disturbing, especially to former Rhodes Scholars who had returned from Oxford and who realized the extraordinary nature of the opportunity offered by the Scholarships. From 1904, when the first elections were made, down to 1918, when the system of selection was changed, there was only one year, 1916, when all of the available Scholarships were filled. In 1905 ten opportunities went begging, and during the period of thirteen years a total of 36 vacancies were unfilled for want of candidates.

The lack of candidates was due mainly to ignorance of our college boys of the value of the Scholarships, but it was also due to the fact that candidates, in order to qualify for the competition, were required to pass an elementary examination in Latin, Greek, and mathematics, equivalent to Responsions—the entrance examination to the University of Oxford. This examination, which the English public school boy takes in his stride, often a year or two before he is ready to leave school for the University, proved a great stumbling block to our aspirants. Of approximately two thousand candidates who took it during the fourteen-year period when it was required, about one thousand failed to pass. Many Oxford Dons, and even Dr. Parkin himself, put the blame on the superficiality of the teach-

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ing in American secondary schools.¹ Doubtless our high schools are no better than they should be, but in this case the self-evident cause of failure was the fact that many American students had not studied Latin at all, either in high school or college, and still fewer had any acquaintance with Greek. It is not surprising that candidates who attempted the examination on the basis of some hasty private tutoring, done too often as an extra, over and above their regular work, should have failed to meet the test. This requirement, which was abolished in 1919, narrowed the field from which Rhodes Scholars could be chosen in the early years practically to those men who had been fortunate enough to have some classical training, and unquestionably excluded many who on other grounds would have made admirable Rhodes Scholars. The 445 Rhodes Scholars sent from the United States during the years 1904-1917 were chosen from a total of about 1,000 qualified applicants, an average of about 100 candidates for 48 appointments in each of the ten years when elections were held, a condition which contrasts strikingly with the present situation when there are 500 or 600 applicants each year for 32 appointments.

As early as 1912 former Rhodes Scholars in the United States had become so concerned over the lack of competition for the Rhodes Scholarships that representations were made to the Trustees concerning the desirability of drawing upon the experience of returned Scholars, both in stim-

¹ Cf. Dr. Parkin's article on this subject in the *Atlantic Monthly*, September 1919. Cf. also F. Aydelotte and F. F. Beirne, *Atlantic Monthly*, November 1919.

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ulating competition and in making the selections. As a result of much discussion, carried on in the pages of the *American Oxonian*, of which I was then editor, and by private correspondence, the Trustees in 1918 approved Dr. Parkin's suggestion that the oversight of the competition in the United States be entrusted to an American Secretary, and that each Committee of Selection should be composed in the future of former Rhodes Scholars, except for the chairman, who should be some prominent citizen of the state outside the Rhodes Scholar group. With the resumption of the Scholarships in 1919 after the war, committees throughout the nation were organized in this way, and have so continued down to the present. The former Rhodes Scholars generously undertook to adhere to the arrangement originally entered into with Dr. Parkin by which the expenses of the election should be borne in this country, and Rhodes Scholars serving on committees have paid their own traveling and hotel expenses as long as they were not called upon to serve outside the state in which they resided. Even the secretaries of committees, whose duty it has been to answer inquiries, receive applications, follow up references, and prepare the credentials of the different candidates for the committee meeting, have themselves defrayed the cost of postage, stenographic service, and other expenses out of their own pockets. It has been a matter of pride to me that former Scholars in the United States have been willing and able to carry this burden, and their doing so has meant a contribution of some thousands of dollars per year to the working of the Scholarship scheme. In the twenty years since the Rhodes Scholarship

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committees were first organized, over 700 former Rhodes Scholars and other old Oxonians in the United States have taken part in the task of selection, together with more than 200 public men outside the Rhodes Scholar group who have served as chairmen of committees on the same terms.

It was apparent after the first year or two that the plan of entrusting the selection of Rhodes Scholars to former Scholars living in the United States had greatly improved the working of the Scholarships. The competition increased immediately from an average of about 100 candidates each year to about 500. The records of the men at Oxford after 1918 were on the average distinctly better than those of the men selected before that date, and the spectacle of valuable Scholarships going begging for lack of candidates has since 1918 been unknown. It is true that the increased number of candidates may be partly attributed to the fact that compulsory Greek was abandoned at Oxford, but it was mainly due, I believe, to the fact that the Scholarships received more publicity than ever before and that Rhodes Scholars and old Oxonians in every part of the United States were concerned to stimulate men to apply and felt themselves a part of the system of selection.

The use of former Rhodes Scholars as members of Committees of Selection had incidental advantages of great importance. It meant that the older Scholars came constantly into contact with each other in connection with the business of selection, and that the older men knew the younger ones from having assisted in choosing them. The result has been to unify the whole body of Rhodes Scholars in a natural way, without recourse to the artificial get-together

schemes commonly used by alumni secretaries of American universities, which rarely appeal to the ablest or busiest men. It meant, furthermore, that older men were often able to assist their young protégés, just back from Oxford, in finding suitable posts in the United States. In the early days it had been a serious difficulty of the Rhodes Scholarships that a man who was away for three years lost touch with his own university and with opportunities in the United States, and hence might have to look about for some time after his return before he could find suitable employment. The fact that this is no longer a serious difficulty is due in some measure to the connection between the older and younger generation brought about by the new plan of selection.

III

Certain difficulties, however, in the working of the American Rhodes Scholarships, the new organization of committees failed to meet. As I have said the average quality of the Scholars selected was better, as shown by their record at Oxford and in the United States after their return. The competition was much improved, but it was still very unequal as among the states, and we were continually compelled to refuse in one state candidates of higher quality than the men elected to Rhodes Scholarships across the border in another state only a few miles away. In order to meet this difficulty Committees of Selection were year after year instructed in the most emphatic terms to refuse to appoint in any case when no one of the candidates who appeared before them promised, in their

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opinion, to make a creditable Rhodes Scholar. In two instances, in Nevada in 1920, and in Kansas in 1921, committees actually took this action and refused to fill the appointments open to those states. It gradually became apparent, however, that this plan would not meet the situation. The difference in quality between the men in states where the competition was weak but who were, nevertheless, good enough so that committees would not in practice refuse to make an appointment, and the men in states where the competition was keen, was so great as to give us a very wide range of quality among the Scholars elected. Oxford Dons, seeing the best men whom we sent over, wondered how we could bring ourselves to choose the poorest, and colleges began to be on their guard against any candidates selected from certain states, thus producing embarrassment in the matter of allotting the Rhodes Scholars among the colleges.

The problem was discussed actively for several years in the United States, in Oxford, and in London. I had called the difficulty to the attention of the Rhodes Trustees as early as 1923 and had proposed various ways of meeting it. In my successive visits to England I had many long conversations with Lord Milner about it. In 1924 I told him that I had brought over two plans, one of which I thought was probably legal under the terms of the Will, while the other, I was pretty sure, was not. "Doubtless," he replied, "the illegal plan is the better." I admitted that it was. "I think," he said, "we must have the illegal one."

The plan so stigmatized was finally adopted. It was, briefly, to abandon the system by which committees were

forced to give an equal number of Scholarships to each state regardless of the quality of the competition. It provided exactly equal opportunities to each state but allowed committees to choose in a given year two from one state and none from another if in their judgment the merits of the candidates justified this action.

The states of the Union are, under this plan, divided into eight districts of six states each, and the 32 appointments available to the United States each year are divided equally among the districts, giving four to each. There is a competition every year in every state—a distinct improvement over the old plan when each state elected Rhodes Scholars only two years out of three. Each state Committee of Selection has the power to nominate, from the candidates applying to it, two who will appear before the District Committee. Each District Committee then selects from the twelve candidates appearing before it, four men who will represent their states as Rhodes Scholars at Oxford.

Before this plan was considered by the Trustees I had, on their instructions, submitted it to the widest possible referendum in the United States. It was discussed in meetings called for that purpose in various parts of the country, by former Rhodes Scholars, by various educational associations, and by prominent individuals outside university circles.

The former Rhodes Scholars approved the new plan by a vote of 369 to 58, with 17 doubtful and 92 not voting. The Association of American Universities endorsed it by an overwhelming majority and the Association of Urban Universities by a unanimous vote. The Association of Ameri-

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can Colleges likewise approved the plan by an overwhelming vote, and it was only in the National Association of State Universities that there was any real opposition. This association discussed the question at their meeting in Chicago on November 16, 1925. No formal vote was taken. The question of state loyalty was too delicate for that. However, I secured individual expressions of opinion from the presidents of forty-six of the forty-nine institutions. Twenty-three of them were in favor of the plan, sixteen were opposed, two were doubtful, and five expressed no opinion. At the meeting of this association, held in Washington in November 1928, an actual majority of those present passed a resolution opposing the plan. When informed of this fact, I wrote again to the heads of the twenty-three institutions which had been in favor of the plan, and found that only three had changed their minds, so that in this association, where the opposition to the scheme was strongest, there was still a large group in its favor.²

With this evidence before them the Trustees sent Lord Lothian (then Secretary of the Rhodes Trust) to the United States for nearly five months at the end of 1928

² Among the prominent men outside university circles, who expressed themselves as strongly in favor of the new plan were: Dr. George E. Vincent, President of the Rockefeller Foundation; Dr. Max Farrand, Educational Secretary of the Commonwealth Fund; Dr. F. D. Fackenthal, Secretary of the Kahn Fellowships; Dr. Beardsley Ruml, Director of the Laura Spelman Rockefeller Memorial; Hon. Simon Guggenheim, Founder of the Guggenheim Fellowships; Dr. F. P. Keppel, President of the Carnegie Corporation; Dr. Wycliffe Rose, President of the International Education Board; Dr. Thomas Jesse Jones, Educational Director of the Phelps-Stokes Fund; Dr. Clyde Furst, Secretary of the Carnegie Foundation; and Dr. Abraham Flexner, Secretary of the General Education Board.

to examine the situation on their behalf, and, on the basis of his report, they obtained authority from Parliament in May 1929 for such amendment of the terms of the Will as would make it possible for them to bring the new scheme into existence, should it seem wise to do so.³ In July of the same year, at a reunion of old Rhodes Scholars who came to Oxford to celebrate the 25th anniversary of the establishment of the Scholarship system and the formal opening of Rhodes House, the whole question was exhaustively discussed by a representative group of 98 American Rhodes Scholars, and the case for and against the scheme argued out in the presence of some of the Rhodes Trustees. After the conference the Trustees passed a resolution authorizing the new plan of selection to be experimentally put into effect in December 1930.

I need summarize only briefly the arguments made at the time for and against the new plan. The strongest argument against it was that it involved a change in the plan laid down in the Will. Citizens of smaller states, who felt quite justly that they had something to lose inasmuch as their candidates would now have to compete for Scholarships which formerly came to them as a matter of right, urged this argument strongly. It was further argued that an equal distribution of the Scholars among the states was essential to the purpose which Rhodes had in mind.⁴ The argument on the other side was that for Rhodes' purpose the best men were needed, that it was merely a travesty of

³ Rhodes Trust Act, October 1929 (19 and 20 Geo. V).

⁴ This argument was based on the supposition that Rhodes Scholars would normally return to their native states. How far this supposition is contrary to the facts is shown by the figures given on page 82 below.

his scheme to send mediocre men to Oxford, and that experience had shown that some such plan was necessary to secure the superior type of Scholar which he had envisaged. As a matter of fact there was eminent legal opinion to the effect that Rhodes' will gave the Trustees the authority to make just such changes as this, which might in their opinion better carry out his fundamental purpose. My own answer to the various objections was summed up in four points, which I made in a letter printed in the *Christian Science Monitor*, April 10, 1930:

“1. This is an American proposal discussed in this country for half a dozen years before the Trustees finally acted. It is not an attempt on the part of the British Parliament to impose on our smaller states. The proposal went to the Trustees, backed by an overwhelming majority of the ex-Rhodes Scholars in the United States, by the great educational associations and, indeed, by the weight of opinion of those who had the best right to speak for American education.

“2. It is not an attempt to do violence to Rhodes' intention, but rather to carry out the purpose of his will, which was to bring to Oxford a group of men who would be leaders in their various countries after their return. Obviously, we cannot produce annually a group of men of as high quality if we have to divide them evenly among the states as we can if there is more flexibility in their selection; and for the purposes of the Rhodes Trust, quality is everything. By quality I do not mean solely cleverness in studies, but all of the qualifications of intellect, character and leadership which Rhodes had in mind.

“3. The reorganization is approved not merely by the weight of American educational opinion, but it was also approved by Lord Milner, who was a close friend of Rhodes, and by Sir Lewis Michell, who was closely associated with Rhodes at the time the will was drawn, as well as by many other people who knew Rhodes and felt they understood what he had in mind.

“Rhodes was not a ‘detail’ man, and in every undertaking he granted a large power of discretion to his subordinates, leaving it to them to devise the proper machinery for carrying out his intentions, and holding them responsible for results. In regard to an experimental competition for a scholarship, just before his death he wrote to the Archbishop of Cape Town: ‘I was glad to hear that the test for the scholarship passed off well, and up to the moment there are no amendments suggested, but we must watch carefully and improve as we gain experience.’ This is precisely what we are trying to do, and we believe that Rhodes would have approved, indeed, that he would not forgive us for doing anything else.

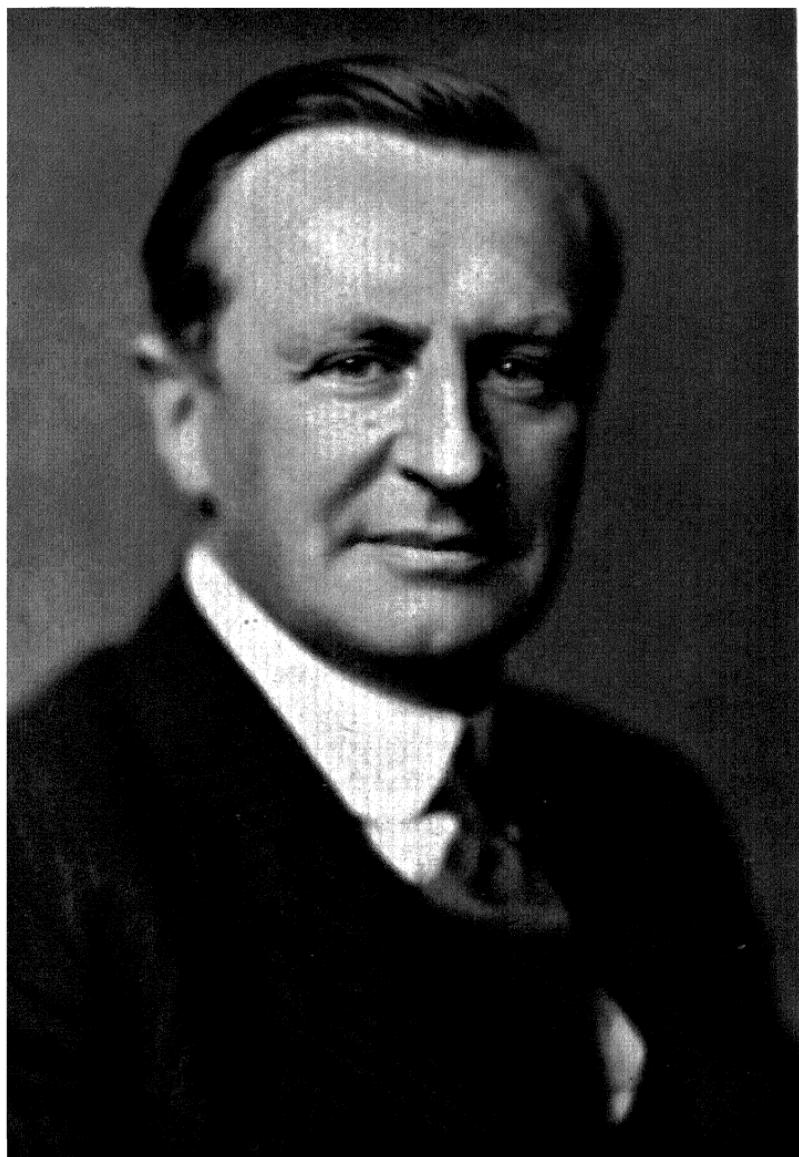
“4. The Rhodes Scholarships have gone very well in the last twenty-five years. No one maintains that they have been a failure. No plan will give us better Rhodes Scholars than the best we have had up to this time, but we believe that this scheme will very much improve the quality of those at the bottom of the list, and bring them nearer to the quality of the best.”

The anticipated benefits under the District Plan of selection have been more than realized. The record of the American Rhodes Scholars in the Honor Schools at Oxford,

which had from the beginning been better than that of the average Honors man, now approaches, so far as first classes are concerned, the record of the Englishmen who win open scholarships in the Oxford colleges by competitive examinations, and in First and Second Classes taken together the American record is the better. The class sent to Oxford in 1932, probably the strongest group of American Rhodes Scholars so far, equals the English Scholarship holders in First Classes and far exceeds them in Firsts and Seconds combined. This comparison leaves out of account altogether nearly one-fourth of the Rhodes Scholars who take research degrees and who are probably the strongest and best prepared men of the group.

This improvement in academic results has not been at the expense of the other qualities desired by Rhodes. Concerning qualities of character and leadership no statistics can have meaning and I can only record the impression of the Warden of Rhodes House as to the respect with which men are regarded in their colleges, and to the frequency of their election to such positions as Head of Junior Common Room or captain of a crew or team. As to athletic sports, amazingly enough, the academic improvement has been accompanied by an increase of 50 per cent in the number of Bluës.

The distribution of Rhodes Scholars among the states under the district plan has, as might be expected, followed roughly the figures for population, with, however, the advantage distinctly on the side of the smaller states. The ten states receiving the largest number of Rhodes Scholarships in proportion to their population since 1930 are Nevada, Utah, Wyoming, Montana, Oregon, Arizona,



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Delaware, Vermont, Maine, and North Dakota. The five states which have a population of over 5,000,000 each, California, Ohio, Illinois, Pennsylvania, and New York, stand respectively 28th, 37th, 41st, 44th, and 45th in the list.

Between 1930 and 1939 (when elections were stopped by the war) under the old plan each state would have appointed six Scholars. Exactly 24 of the 48 states have exceeded this number and 24 have fallen short of it. California heads the list with 14, while South Carolina stands at the bottom with one. There is a similar discrepancy in the number of former Rhodes Scholars who live in the various states after their return, seven states having four or fewer, while six have 45 or more.

I V

The selection of men for any important task is a highly expert job, and the choosing of Rhodes Scholars particularly so because of the youth of the candidates, the boundless possibilities of the opportunity, and the fact that the Scholarship is open to men planning all subjects of study and all possible careers. To make such choices wisely members of committees must understand and sympathize with the ideas which Rhodes had in mind in founding the Scholarships, they must be good judges of human nature, they must be free from prejudice, they must take their job seriously and work at it faithfully, they must be gifted with intuition and imagination, and they must have had experience at their task.

These are specifications which it would not be easy to fill even if one were organizing only one permanent Committee

of Selection. But, for reasons which seem to the Rhodes Trustees and to me convincing, selections are made in the United States by forty-eight State Committees and eight District Committees. The lack of experience inevitable in committees so widely chosen, and changed gradually from year to year so as to bring more men into the scheme, is counterbalanced by certain advantages which a permanent committee would lack. The Rhodes Scholars and the non-Rhodes Scholar chairmen of committees are after all men of experience in academic life and in the world of affairs. The very breadth of their outside experience brings to the selection of men for so broad a scheme elements of great value. The former Rhodes Scholars know Oxford and they understand what Rhodes had in mind. They have learned also by experience the kind of man who can profit from study in Oxford and the value of Oxford training for a career in the United States. The chairmen, chosen from outside the Rhodes Scholar group, effectively prevent the formation of anything resembling a cult or a closed corporation. They represent the general public, and since it has proved easily possible to secure leaders in Government, business, and the professions to serve in this capacity, they bring to the selection a contribution of great value in the form of age, experience, and success in American life.

More than 1,000 men, Rhodes Scholars and non-Rhodes Scholars combined, have participated in the selection scheme as members of committees in the United States since the Scholarships were put into operation in 1904, and more than 700 during the last twenty years. In order to guide and unify their work, the Rhodes Trustees have issued year

by year a notable series of instructions based upon the interpretation which the Trustees have given to the various clauses of the will, and upon the experience of committees in this and other countries in the technique of selection. Members of committees are requested each year, after the election, to comment on the problems which arose, the methods used, and the type of man who in practice proved to be most useful on the committees. From this pooling of experience certain principles and methods have emerged which have shown their value and which are recommended to committees generally. These instructions constitute a kind of textbook on the methods of selection, revised annually, and constantly improving in value. From this source I have drawn the interpretation of the clauses of the will explained earlier in this chapter.

It may be worth while to comment on some of the points concerning the technique of selection which have been found to possess particular interest and value. It is difficult to enunciate general principles concerning the make-up of committees. Former Rhodes Scholars, like other men, differ widely in their capacity to make wise selections and the problem for the Trustees is to find those who have most aptitude for the task, keep them for a certain number of years, and then replace them by others similarly gifted. Conditions differ so widely in different states that no general procedure can apply, but where possible it has been the practice in the United States to replace one man on a given committee each year, thus preserving continuity and at the same time gradually bringing in new blood. Men so replaced may then be called upon for a second or third or

fourth period of service. But in states with few Rhodes Scholars such replacements are impossible and successful members of committees may be called upon to serve continuously for long periods.

Some individuals are so situated as to find it difficult to afford the time, effort, and expense of service for many years on end; there are others who can do this and who are so effective in their work that they are kept even though excellent men are available to replace them. It has proved desirable to have a certain variety of subjects and occupations represented on each committee so that a candidate, whatever his specialty, will find some examiner qualified to understand and discuss it with him. Where members of committees are university professors a certain spread between universities and colleges is important, although the Rhodes Trustees have never admitted the principle that a member of a committee "represents" a given college or university, and have been able, where it proved advisable, freely to appoint two members of a committee from one university and none from a rival without being accused of institutional bias. In this, as in all other matters connected with so delicate a task, a discreet blending of idealism and common sense has been found to work best in practice.

A certain spread in age among members of committees has also been found very important. Oxford has changed a great deal in the last 40 years, especially in the last 20, and men who have only recently returned can give candidates better advice and information than can Rhodes Scholars of an older generation. American undergraduates have changed likewise with the passing years, and older men

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sometimes misunderstand and misinterpret attitudes and ambitions with which the younger generation will have complete sympathy.

A certain continuity in committee membership is extremely important. Men learn from experience, both from their successes and their failures. Each year each committee receives a confidential report from the Warden of Rhodes House concerning the activities of the Scholars from that particular state or district, then in residence at Oxford. Members of committees are requested to study and discuss these reports with care. They are thus able to profit from their own experience and to get what they can in the way of stimulus or warning from the achievements of Scholars from adjoining states.

When the members of a State Committee assemble to make their selections they have before them a pretty complete dossier concerning each candidate, consisting of a photograph, a birth certificate, an official endorsement from the candidate's college or university, a certified copy of his academic record, a medical certificate, a list of the candidate's achievements and honors in athletics and extracurricular activities, and a connected statement by the candidate of his general activities and intellectual interests in college, and his proposed line of study at Oxford. This last document is the most important and most revealing of all the material furnished by the candidate. The way in which a man writes about his interests, about his college work and his plans for the future, gives the committee some insight into the working of his mind, and this statement inevitably

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raises many questions upon which the committee will seek further light in the personal interview.

The committee has in addition from five to eight confidential letters from teachers and friends of the candidate concerning his qualifications for a Rhodes Scholarship. The candidate does not obtain these letters himself. Instead he furnishes the secretary of the Committee of Selection with a list of names of men to whom the secretary can address an inquiry. This inquiry is a very carefully composed form letter, the same for all committees. It contains a solemn undertaking, made on behalf of the Rhodes Trustees, that the reply will be treated as strictly confidential; the candidate will never see what is written about him, whether he obtains a Scholarship or not. The request for information is made as specific as possible. The individual to whom the inquiry is addressed is asked to speak only about matters which he knows at first hand. He is asked to comment on the weaknesses of the candidate, as well as on his strong qualities; and the letter of inquiry contains an intimation that committees will be inclined to discount a recommendation which implies that a given candidate has no weaknesses whatsoever.

The substitution 25 years ago of confidential references for the open testimonials previously in vogue has brought about a most remarkable increase in the value of these letters of recommendation. Allowance must of course be made for varying standards of different individuals and especially for those who do not realize the severity of the standard required for appointment to a Rhodes Scholarship. Letters from former Rhodes Scholars are in general the most direct

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and informative of all those received for precisely this reason. But as a general rule committees have in these letters a body of sincere and informed comment upon which a considerable measure of reliance can be placed.

When the members of the Committees of Selection meet their first task is to study this material. It is becoming more and more the custom among State Committees to hold a preliminary meeting for this purpose. Where the number of candidates is large the committee eliminates a certain number on the basis of credentials and summons to the personal interview only those who seem to have a real chance of an appointment.

The next step in the selection process is the conduct of personal interviews with the twelve or fifteen men who have survived the preliminary elimination on the basis of credentials. The personal interview is at once the most useful and most difficult task before the committee. These interviews will be carefully planned in advance. The papers of each candidate will raise as many questions as they answer. The committee will have noted these questions and will probably have designated some member to take the lead in the questioning. The purpose of the interview is not to conduct an examination in the academic sense: it is rather to discover the quality of the mind and character of the aspirant, his intellectual interests, his personal traits, and all that range of qualities which can never be demonstrated by academic marks or past achievements—in short, his promise for the future.

In the conduct of these interviews the one golden rule is that the candidate should be put at his ease, that he should

be helped to do himself justice, that the committee should seem to be interested in his strong points rather than in his weaknesses. The interview is not a cross-examination, it is not an attempt to demonstrate to the candidate his unfitness for a Rhodes Scholarship, but rather the exact opposite—the friendliest possible effort to bring out his strongest qualities. If his best is mediocre there is no hope for him, no matter how wide the range of his achievements. On the other hand, if his best is good enough it does not matter what gaps there may be in his preparation; he will make them up in his stride.

Naturally the conduct of a personal interview is very much easier for the committee in the case of a candidate who is self-assured and ready in conversation than in the case of a shy and conscientious man who ponders long the answer to every question. Committees are emphatically warned to be on their guard against dilettantes and glib talkers. For the purposes of the Rhodes Scholarships glibness is hardly a virtue nor shyness a drawback.

In spite of all that the committee can do to put the candidate at ease, the personal interview is a severe ordeal and more severe for precisely the sensitive and imaginative type of man who is likely to make the best Rhodes Scholar. It is the concern of committees to lessen the severity of this ordeal as much as possible. To this end some informal contact with the candidates, at a meal or some kind of social meeting, has proved to be valuable. So also is the rapidly growing custom of designating some member of the committee to take the lead in questioning each candidate. The committeeman so chosen will study sympathetically the



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best qualities of the man in his charge and do his best to bring out those qualities in the interview.

Experience has shown that a Committee of Selection usually can interview effectively not more than fifteen candidates in one day. Others are best eliminated beforehand on the basis of credentials. This limitation in the number of men interviewed is also important for the reason that, where choice is difficult, it often proves advisable to call certain candidates back for a second interview. The time of the committee is most usefully spent in careful consideration of the best men before it.

The conversation between the candidates and the members of the committee may and should range over a wide field of topics. It should not, however, be merely random talk, but should always be directed to the elucidation of certain questions in the minds of the committees, based upon the previous study of written credentials. It will naturally center around the experiences and interests of the candidate, his plans for his life at Oxford and for his career in the future. Certain subjects are more or less taboo, such as personal habits in regard to alcohol or tobacco, personal beliefs in religion, and party politics. Occasionally it has happened that a disappointed candidate has immediately after the interview written down in his diary the questions asked him and his answers, and has been left in the firm conviction that he was not appointed to a Rhodes Scholarship because he did or did not smoke, or because of some opinion expressed about Christian Science or the New Deal. Our committees have learned from experience the importance of avoiding all topics on which party feeling and prejudice

is so strong as to make free discussion difficult, and when such topics do arise, to make clear that political or religious bias will not be allowed to play any part in their decision.

Another and more difficult taboo concerns questions which call upon the candidate for embarrassing self-analysis. The best men will be naturally and rightly shy about avowing their deepest motives and most cherished ideals. Committees are rightly sceptical about those who, in this realm, profess too much. Careful judgment and nice taste are required of members of the committee in framing their questions to keep the discussion objective and not to put the candidate into a position where he must appear to himself as either a cynic or a sentimentalist. On certain matters the members of the committee must read between the lines, and be guided by their own intuition without trying to drag out sacred matters into the cold light of day.

When all the evidence is in and the committee sits down to make its selections this faculty of intuition or imagination will play a large part in the best choices. The most successful Rhodes Scholar can never be chosen merely by counting points.

In the *Review of Reviews* for May 1902, W. T. Stead reports a discussion among Rhodes, Hawksley, and himself, as to the ideal balance of qualities in a Rhodes Scholar and the means by which these might be obtained. By allowing so many marks for each quality they evolved in their conversation a method by which the final selection became merely a matter of arithmetic.

“So I insisted (said Stead, illustrating it by an imaginary voting paper) that the only possible way to *avoid these dif-*

faculties was for the Trustees or the returning officer to be furnished not merely with the single name which heads each of the four categories, but with the result of the ballot to five or even ten down, and that the headmaster should nominate in order of preference the same number. The marks for the first five or ten in the competitive examination would of course also be recorded, and in that case the choice would be automatic. The Scholar selected would be the one who had the majority of marks, and it might easily happen that the successful candidate was one who was not top in any one of the categories. Mr. Rhodes strongly supported this view, and Mr. Hawksley concurred, and a clause is to be prepared stating that all the votes rendered, at any rate for the first five or ten, should be notified to the Trustees, and also the order of precedence for five or ten to the headmaster. Mr. Rhodes then said he did not see why the Trustees need have any responsibility in the matter, except in case of dispute, when their decision should be final. This I strongly supported, saying that provided the headmaster had to prepare his list before the result in the balloting or competition was known, he might be constituted returning officer, or, if need be, one of the head boys might be empowered to act with him, and then the award of the scholarship would be a simple sum in arithmetic. There would be no delay, and nothing would be done to weaken the interest. As soon as the papers were all in the marks could be counted up, and the scholarship proclaimed."

Although Rhodes suggested this schedule of marks in his will, fortunately this method of choice was never strictly prescribed by him. It would have been the surest way to

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secure mediocre men. Stead's admission that the winning candidate under his system might not be the top boy in any one category shows the weakness of the plan. The first qualification for a Scholar who is to measure up to Rhodes' standard is that he should be *first in something*. The man who is excellent in one particular need not be mediocre in other respects. Against this, Committees of Selection can be on their guard, but selections which are based upon averages rather than upon excellence in some particular respect will almost certainly produce mediocre men.

There is no formula which can be counted upon "to avoid these difficulties" in the selection of men of the high quality which Rhodes wanted for his Scholars. Rhodes himself never chose a man for any post by such a mechanical procedure. It is only by such flexible methods as those now prescribed by the Trustees, administered by men of wisdom and judgment, who understand and believe in the Rhodes ideal, that Scholars can be chosen who will acquit themselves creditably at Oxford and in their careers in after life, and who will at the same time aspire to more than individual success—who will, in Rhodes' words, "esteem the performance of public duties as their highest aim."

Chapter Three THE AMERICAN RECORD AT OXFORD

THE first question which confronts a newly elected Rhodes Scholar when he receives the announcement of his success is the choice of a college at Oxford. In his will Rhodes expressed the wish that his Scholars should "be distributed amongst the Colleges of the University of Oxford and not resort in undue numbers to one or more Colleges only." This distribution has been well carried out for the American Scholars, due allowance being made for the difference in size of the colleges, and the numbers admitted to the various colleges are still more uniformly proportionate if the whole group of Rhodes Scholars is considered, those from the British Dominions as well as those from the United States.

Each Scholar-elect is requested to make a list of eight colleges in the order of his preference. This he usually does after consultation with members of the committee which selected him, and with Rhodes Scholars or other old Oxonians whom he may happen to know. The list of preferences is sent to Oxford along with the credentials, on the basis of which he received his appointment. His papers are considered first by the college which he placed first on his list: if this college has more applicants than it is able or willing to take, the papers of the men rejected go to their second choices, and so on until each Rhodes Scholar is placed.

It must be admitted that there is a certain element of the haphazard in the choice of colleges by Rhodes Scholars-

elect and also in the admission of Rhodes Scholars by the colleges, but fortunately this makes no great difference since all the educational facilities of the University are open to members of all colleges on equal terms. The phenomenon is on the whole somewhat similar to the equally haphazard election of undergraduates to fraternities in American colleges and universities: indeed the function of the college in the University of Oxford is in some respects similar to the function of an American Greek-letter fraternity. The resemblance between the two and the lessons which the Oxford college system has to teach us in the much-to-be-desired improvement of the American fraternity system were well analyzed by H. A. Moran (California and Wadham, '05) in an article in the *American Oxonian* for October 1915. Mr. Moran suggests the interesting idea that the Greek-letter fraternity might conceivably be so altered and improved that, without losing any of its valuable characteristics, it might eventually perform the same useful part in our large American universities that the colleges play in the Universities of Oxford and Cambridge. The need for some organization of large masses of students into smaller groups is obvious, but events since 1915 indicate the possibility that American universities may eventually solve the problem, not by a metamorphosis of the Greek-letter fraternity, but rather by taking over bodily the Oxford and Cambridge college systems, as Harvard and Yale have already done.

The college system at Oxford and Cambridge unites for the English undergraduate the advantages of the small college and the large university. The American student in

search of higher education is usually compelled to choose the one or the other. Each has advantages and disadvantages which are on the whole inevitably connected with its size. Each may, to some extent, imitate the advantages of the other, and minimize its own disadvantages, but by and large, whatever the choice, certain desirable features must be sacrificed for the sake of others on which a given individual places a higher value. Usually the large university offers a breadth of educational opportunity and a richness of equipment in libraries and laboratories which are out of the reach of the small college. On the other hand the small college can pay more attention to the aptitudes of the individual, can better ensure his social development, can offer him individual direction, both in work and in play, where in larger places he might be in danger of being swallowed up in the crowd. The small college may, in addition, if it is rich enough, make up in the quality of some of the opportunities which it offers, for the wider range and more elaborate equipment of the large university. Thirty years ago the balance in the United States seemed to be swinging definitely in the direction of the large university. Today, largely owing to the growing wealth of some of the better small colleges, it is perhaps swinging the other way. But in any case the choice is a real one and the American student must make it.

The English undergraduate at Oxford and Cambridge is not confronted by the necessity of making such a choice. These universities, by the nature of their organization, are able to combine the merits of both systems. The undergraduate is at once a member of a small college and of a large

university. He enjoys the close association with his teachers and fellow students, and the opportunities in social life and athletics, possible only in a small college, while at the same time he may profit by the richness and variety of intellectual opportunity possible only in a large university. The American Rhodes Scholar finds in this fact the first advantage of the English university system over anything which he has known at home.

Exactly 1,126 American Rhodes Scholars were elected between 1904 and 1939, when elections were interrupted by the war. There are in Oxford twenty Colleges and two Halls (having more or less the status of colleges), besides St. Catherine's Society, which is the organization of non-collegiate students. If the American Rhodes Scholars had been distributed equally among all these, there would have been an average of about fifty in each. As a matter of fact, five colleges have each taken more than 70, and six colleges have taken fewer than 40 each. The two Halls and St. Catherine's Society have in all taken only 16. The five colleges which have received the largest number of American Scholars during this period 1904-1939 are Christ Church 101, Balliol 93, Merton 91, Exeter 88, and Lincoln 74. The four colleges which have received fewest are Keble 7, Corpus Christi 8, University 23, and Jesus 30. The remaining eleven colleges stand between these extremes with numbers running from 35 to 70.¹

It is difficult to trace any difference between the different colleges so far as concerns the social or academic success of the American Rhodes Scholars. Everywhere Americans

¹ See Appendix III.



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have been welcomed and made to feel at home. Opinions differ as to the rival advantages of large colleges and small. Each man is likely to feel that on the whole his college was best for him. It might be revealing to ask each man which college he would rank second, but that task I leave to some less discreet historian of the Scholarships.

The second problem which faces the American Rhodes Scholar is the choice of his course of study, whether he will read for the B.A. degree in one of the Honor Schools, or will enter at once for a research degree. Men who have gone no further than the A.B. degree in an American college or university usually choose the former, while those who have taken the masters degree before going to Oxford are usually better satisfied with the latter course. There are naturally many exceptions. Men who plan to go into law almost universally read for the B.A. in the Honor School of Jurisprudence during their first two years and take the B.C.L. in their third. This course has proved in practice wisest, even though they may have done a certain amount of work in law before going to Oxford. Men who look toward medicine generally take the Honor School of Physiology in their first two years and in their third year read for the B.Sc. (a research degree) in some subject connected with medicine, or return immediately to enter medical school in the United States.

As American colleges and universities adopt the honors plan of study in increasing numbers, more and more Rhodes-Scholars will probably feel that they do not wish to take an Honors Degree at Oxford but prefer to enter at once for one of the research degrees, the B.Litt., B.Sc., or the

D.Phil. As I have noted below, the number of men following this plan is steadily increasing.

II

The academic record of the American Rhodes Scholars at Oxford has from the first been creditable and, since the inauguration of the District Plan in 1931, it has been as good as there is any right to expect. It has from the beginning been better than the average for all Honors men at Oxford and since 1931 it has been better than the average performance of Rhodes Scholars from Canada and South Africa but inferior to Australia and New Zealand.²

The men at Oxford with whom Rhodes Scholars should be compared are the Englishmen who win open scholarships in the Oxford Colleges by competitive examination. Academically these men constitute the best group in Oxford. They have in many cases had long experience in passing examinations. They may have competed for scholarships from preparatory schools to public schools, and from public schools to Oxford Colleges; they have been carefully trained to meet scholarship standards for a large part of their school life. They are a group which the educational system of any country might well be proud to produce.

American Rhodes Scholars do not have and probably never will nor should possess the skill which these men show in passing examinations. The consequence is that even the best American will frequently fail to get a First in the Honors examinations, and must content himself with what kindly examiners call a "High Second." As a matter of fact

² See Appendix IV.

it is difficult to distinguish in after life in the United States between Firsts and Seconds and the two classes taken together are probably the best criterion of the successful Rhodes Scholar.

Before the inauguration of the District Plan 14½ per cent of the American Rhodes Scholars took Firsts as compared with 27½ per cent of the English scholarship men; there were 62 per cent of Firsts and Seconds combined, as against 74 per cent of the English scholars. This has for many years been the mark at which we who are responsible for the selection of the American Scholars have aimed. Since the inauguration of the District Plan the percentage of Firsts taken by American Rhodes Scholars has risen from 14½ to 21 plus, and the figure for Firsts and Seconds combined from 62 to 81½ per cent. These results attained by men chosen partly on other grounds and specifically supposed not to be "bookworms" seem to be as good as we have the right to look for or are likely to achieve.

Oxford graduates have been in the past elected to their fellowships in the Oxford Colleges on the basis of their record in the Honor Schools, without being required to take a higher degree. Until recent years the teaching provided by the University has been almost entirely for undergraduates. This fact explains both the strength and weakness of the University. The teaching provided for undergraduates has been perhaps the best in the world and the standard for the highest class in examinations for the B.A. degree higher than those which obtain for this degree in the United States. There have been, on the other hand, less satisfactory facilities for advanced study and research. The fellows of differ-

ent colleges and the University professors have through the centuries produced a long list of distinguished contributions to knowledge, but in modern times, when research in many subjects has come to demand time and facilities to an extent unknown in earlier generations, the University of Oxford has in this respect lagged behind the best American and German universities. Rhodes Scholars have found laboratories restricted in their equipment and the facilities of the Bodleian Library, while unrivalled in certain respects, nevertheless lacking in the modern works published outside Great Britain, and especially in sets of the publications of American and Continental learned societies.

There has been, furthermore, a lack of what is called "organization of post-graduate work," and the American research student has occasionally found himself left in too great freedom to go his own way. For American Rhodes Scholars this has not been an unmixed evil. In the United States post-graduate work is on the whole too highly organized, too much hampered by vexatious course requirements, too much school-mastered, so that Rhodes Scholars who have taken the Ph.D. in this country after their return from Oxford have almost always felt as if they had returned to the undergraduate course. Clearly the ideal arrangements for post-graduate study lie somewhere between the extremes of freedom of the English system, under which the student is thrown into the water to sink or swim and only the strongest reach the shore, and the overorganization of American graduate study, which tends to hamper initiative and by sheer force of organization to carry anyone, however mediocre his abilities, through to the Ph.D., if only he

is docile enough to do what he is told to do at the time he is told to do it.

In recent years the defects in the provisions for research at Oxford have been more and more keenly felt and are now in the way of being remedied. The degree of D.Phil. was established in 1918. Before that date the only research degrees were the B.Litt. and B.Sc. though the standard required for them compared favorably with that for the Ph.D. in the United States or Germany. Now the B.Litt. and B.Sc. have been somewhat watered down (in complete disregard of the vested interests of those of an earlier generation who were held for these degrees to something like the standard now required for the D.Phil.), and the degree is considered a preliminary to the D.Phil. or is sometimes given as a consolation prize to aspirants for the D.Phil. whose work does not quite reach the high standard required for that degree. The D.Phil. was established originally largely in response to American demand, but to the surprise of all concerned it has proved to be extremely popular with English students as well. I am informed by the Registrar that of a total of 538 individuals from all countries who have qualified for the degree of D.Phil. since it was established in 1918, there were 279 from Great Britain. The United States came second with 85, followed by India with 39, Australia with 28, Canada and South Africa with 23 each. It is clear that the degree meets an English need, the full force of which was not previously recognized.⁸

⁸ The experience of the University of Cambridge bears out this contention. I am indebted to the Registrar, Dr. W. W. Grave, for the following tabulation. The degree of Doctor of Philosophy was established in 1920. Since that date 1,104 persons have been approved for that degree (or, in

The magnificent benefactions of Lord Nuffield for medical science and for Nuffield College, and the proceeds of the recent "appeal," have put higher studies and research on an entirely new and sounder footing. This fact enables the University of Oxford to meet a real and growing need of American Rhodes Scholars. Curiously enough, Lord Nuffield's bequest for medicine enabled Oxford for the first time to carry out an urgent suggestion made by Rhodes in his will. Rhodes admired greatly the eminence of the medical school of the University of Edinburgh; he would, he said, have allotted some of his scholarships to Edinburgh if that university had possessed a residential system, and he urges the University of Oxford "that it should try and extend its scope so as, if possible, to make its medical school at least as good as that at the University of Edinburgh." It remained for Lord Nuffield in 1937 to supply the means to carry out the suggestion made by Rhodes nearly forty years before.

Rhodes expected that his Scholars would go to the University of Oxford direct from secondary schools and would enter on the same level as English undergraduates. He did not foresee that for various sound reasons, academic and non-academic, his trustees would decide that it was wise to require that Rhodes Scholars should have had at least two

the case of women, the title of that degree) who are classified as follows, according to the University at which they last studied before they came to Cambridge.

Great Britain	757
British Empire	204
U.S.A.	60
Other countries	83
 Total	 1,104

years of college or university training before applying and that in practice the great majority of those from the United States and the Dominions would take their first degree in their own universities before going to Oxford. Nor could Rhodes have foreseen the changes which were destined to come about, partly as a result of the Rhodes Scholarships, in American higher education. The Oxford distinction between the Pass and Honors degrees has proved to have great usefulness in the United States. As honors work is developed in American universities, and more and more Rhodes Scholars take an Honors Degree before going to Oxford, it is inevitable that many of them will not feel it worth while to read for the B.A. in an Honor School at Oxford but will prefer to enter immediately for a research degree. Rhodes could not have foreseen these events, nevertheless they have occurred, and Lord Nuffield's second great bequest, that for Nuffield College, is not merely a great advantage to Oxford and to England in promoting higher studies in the social sciences, but also promises to meet in that field another need of the American Rhodes Scholars.

From 1904 to 1929 some $13\frac{1}{2}$ per cent of the American Rhodes Scholars took research degrees at Oxford. For the period since 1930 that figure has risen to 30 per cent and it will probably go higher in the future. In many cases men take both degrees. Nearly all American Rhodes Scholars receive Senior Standing and take their Honors examinations at the end of their second year. It is then possible for them to enter for the D.Phil., spend their third year in working toward that degree, finish their thesis at home in the

United States, and return to Oxford for the examination. Thus, if they are successful, they are able to take both the Honors B.A. and the D.Phil. with no residence at Oxford beyond the three years of the Rhodes Scholarship.

For men who plan to enter academic life this plan has great advantages. It gives them along with the doctor's degree a sounder preliminary training and the opportunity of first hand experience of the best teaching which Oxford has to offer, namely, that for the Honor Schools—an experience which because of the rapid development of Honors work in American universities has great value for an academic career in this country.

III

Socially, American Rhodes Scholars have from the beginning been cordially received in the Oxford Colleges and in England. Although they are from one to two years older than English undergraduates of the same standing, they have proved to be flexible enough to enter heartily into all phases of Oxford life. They participate in every kind of student activity and indeed after a few months are hard to distinguish, except for their accent, from English members of their colleges. Some 85 per cent of them play on college teams or row in college boats; about 25 per cent of them at present earn their Blue or Half Blue by representing Oxford against Cambridge in some athletic contest. They get their share of elections to captaincies and to presidencies of Junior Common Rooms; only a few participate in debates at the Union, but two have been elected to the coveted post of President of that society.

For the most part they choose their friends, so far as one can see, on personal rather than national grounds. Some, of course, are better mixers than others. A few stick largely to American companions while a few go to the opposite extreme, try to avoid their fellow Americans, and cultivate their English college mates exclusively. The vast majority go naturally on their way and take their friends as they find them, which is the wisest course. There is a curious natural understanding and sympathy between American Rhodes Scholars and those from the British Dominions, which is what Rhodes would have wanted and expected.

From 1904 until 1923 there was an American Club in Oxford which was the subject of more or less criticism by Anglophiles in the United States as tending to exclusiveness and to preventing the Americans from forming close ties with their English colleagues. This criticism, I am convinced from personal experience and observation, was largely unjustified. One of the great benefits which an American gets from his stay in Oxford is contact with a picked group of men from all parts of his own country. Very few of these men have ever seen each other before they go to Oxford, and they scatter to all parts of the United States after their return. If they do not use the period of their residence in Oxford to form ties of friendship and understanding, they miss one of the durable satisfactions which this experience has to offer. I think most Americans would say after they return that their friendships with other Rhodes Scholars from different parts of the country prove to be more lasting than the ties they make with their class-

mates in American universities, and are the source of the greatest pleasure and satisfaction in later life.

The American is likely to feel, when he goes to Oxford for the first time, that the three years of his Rhodes Scholarship will be the best chance of his life to see England and Europe. In this feeling he is frequently mistaken. After his return he finds within a few years the opportunity to visit England and the Continent again; these occasional visits are likely to continue through his life and they prove so delightful that many men begin to realize only at the age of fifty the full value of the experience which the bounty of Cecil Rhodes made it possible for them to enjoy.

The academic year at Oxford is divided into three terms of just over eight weeks each, so that approximately one-half of the calendar year is vacation. There are as a rule six weeks at Christmas, six weeks at Easter, and four months in the summer. For success in Oxford examinations it is necessary for a man to do some of his hardest work in vacation. American Rhodes Scholars usually find this difficult. Most of them have never been abroad before, they believe (often mistakenly, as I have intimated) that they will rarely, if ever, have the opportunity of visiting Europe again. Some are ambitious to learn one or more European languages, and indeed they are unwise if they neglect the opportunity to do this. They have endless temptations in the way of visits in English houses and travel with friends from home, or calls from their families to return to spend a holiday in the United States.

Thus the problem of travel versus study is a real one and many a man gets a Second instead of a First because he has

not made the wisest use of his vacations. The best solution of it which has been worked out in forty years of Rhodes Scholar experience is to avoid too much travel, to settle down in a well chosen town in some country on the Continent, spend half of the day in Oxford work and half in seeing the country, learning the language, and studying the customs of the people. All Americans will want to spend some of their vacations in England, but because of the lack of emphasis on the learning of modern languages in American schools and colleges, the opportunity to master French or German or Italian or Spanish and to learn to understand, as one can only when he knows the language, the ideas of the people, is not to be missed.

Curiously enough, experience on the Continent is an important part of the process of learning to understand England and the English people. A man may be happy at Oxford, he may fit into Oxford life completely and pursue with enthusiasm and success his Oxford studies, but it will not be until he returns to England after a long vacation in which he has immersed himself in the language and ideas of some Continental nation that he will understand, with a kind of electric shock, as he lands at Folkstone or Dover, that he has again come home to a land where his connections are more than those of a visitor, where his understanding of the ideas and folkways goes back to a heritage of many centuries and down to the roots of his being.

Chapter Four WHAT THE AMERICAN RHODES SCHOLAR GETS FROM OXFORD¹

WHAT men get out of Oxford is like what they get from most other opportunities, pretty directly proportioned to what they put into it: the eye sees what it has brought with it the power of seeing, and students learn mostly only the answers to questions which they already have in their minds. More than of most universities is this true of Oxford. Here, it may be truly said, is God's plenty in the way of educational opportunity; but here also the student is left in the utmost degree of freedom to take or to leave, according to his choice. Good things are not forced upon him. He must have the will to take, he must know what he wants, and he must be wise enough not to try to seize too much.

The requirements for any Oxford degree look on paper rather less extensive and ambitious than do those for the same degree in an American university. What the English academic discipline lacks in extent as compared with ours is made up in thoroughness. The requirements mean all, or more than all, they say. The method of examination is such as to make cramming of little avail, and a man must depend for his showing on what he really knows. The difference between English and American standards for undergraduate work may be understood by looking for a moment at the type of men who get the highest academic distinctions in the two countries. In the ordinary American college or university these distinctions may be won by a man of first-class ability, provided he is moderately faithful to his work

¹ Reprinted in large part by kind permission from *Scribners*, July 1923.

throughout his four years; or they may be won by a man of average ability who works early and late, makes every minute count, and fulfills every requirement to the letter. It may be questioned whether we have had until recently in the United States any academic honors the standard for which is so high as to demand the latter type of work from the former type of man. The English idea of first-class honors is precisely this: that they should be obtainable only by a man of first-class ability who has done the hardest and best work of which he was capable.

The American student at Oxford misses almost all the academic machinery that he has been used to in his native university. At Oxford there are no "courses" in the American sense of the term. There are no record cards in the registrar's office, no "signing up" for the lectures he expects to attend, no required number of hours per week, no daily assignments, no mid-term tests or hour exams. The Rhodes Scholar is a little puzzled on his first Monday morning, and on a great many mornings thereafter, to know just what he is expected to do at a given hour and moment. Shall he read this volume, or master such and such a table of dates, or attend such and such a lecture, or perchance wander down High Street in search of tobacco, or shall he spend a few hours in the shop of one of the delightful Oxford booksellers adding to the riches of his shelves in exchange for the inferior riches of his purse? The whole world of work and play, and of a thousand delightful pursuits which lie midway between the two, is all before him where to choose. His only hard-and-fast academic engagement is to call on his tutor once a week at a specified

hour, to read an essay which he has written on a specified topic. There is a list of lectures which he may, or may not, find it to his interest to attend. To his surprise he will find his tutor frankly dubious about the value of following too many lectures, a doubt which the lecturer himself is likely to share. More than once have I heard Sir Walter Raleigh begin the term by explaining that his auditors would probably find his discourses of little value for "Schools." The lecturer keeps no roll of the members of his class, and it is the common practice of undergraduates to sample various courses at the beginning of the term and to continue only in those which seem to them worth while. This is the practice which one's tutor usually recommends. The result is that lecture courses at Oxford begin commonly with good-sized audiences which taper off to a small and faithful few by the end of the term.

The academic system at Oxford, if one may call it such, is wonderfully simple. The method is to prescribe not what the undergraduate is supposed to "take," but what he is supposed to know, to allow him a certain length of time in which to acquire that knowledge, and then to examine him in order to see whether or not he has acquired it. Even the word "acquire" is a little false to what Oxford expects of a man. Her theory of liberal knowledge is rather the development of power of thought, of grasp of a certain limited field of knowledge, than the acquisition of a store of facts, though the latter is, of course, necessary to the former. Whereas the American undergraduate takes courses, the Oxford man studies a subject.

There is nothing new in this theory, nothing that would

not be professed in any American university. What is new to the American Rhodes Scholar is the simplicity and directness with which it is acted upon. It is so easy for the elaborate and cumbersome machinery of the elective system to hinder the educational process it is designed to further. It is so easy for the quantitative method of counting up hours in a registrar's office to get itself translated into a quantitative theory of culture. When the faculty of a university refuses to commit itself as to the necessary ingredients of a liberal education, when the elective system seems to be based upon some kind of democracy of courses in which one "hour" is equal to another no matter how many light-years of intellectual distance may separate their origins, it is easy for the student who is supposed to make the higher synthesis, supposed to fuse these diverse subjects into a unified body of knowledge and into a unified point of view toward life, to escape altogether the notion that any such synthesis is necessary or possible, and to come to think of education in purely quantitative terms. A man cannot do this at Oxford. The very lack of system brings him face to face with the reality of education.

The tutorial method of instruction is a natural outgrowth of Oxford's academic requirements, and hence it is that American attempts to graft the tutorial method onto our ordinary system of instruction by courses have failed to produce the same results as come from the English plan. The heart of that is conceiving of undergraduate work in terms of what a man should know, instead of conceiving it in terms of the processes by which that knowledge is to be acquired. At Oxford a man's work is outlined (in the book

which corresponds most nearly to the catalogue of an American university, namely, the *Examination Statutes*) entirely in terms of the examinations which he must pass for his degree. He prepares himself for these examinations by his own efforts under the direction of his tutor. The tutor acts as a guide, philosopher, and friend; he will help his charge by every kind of advice and criticism to make the most of his own abilities and of the instruction provided by the university and the colleges; but he considers it no part of his duty to do the undergraduate's work for him. A man's success depends, more than anything else, upon his own industry and initiative. It is fatally easy to waste a great deal of precious time getting down to work. On the other hand, a man who is able to plan for himself, and who has the energy and the initiative to work without constant supervision, can go as far and as fast as he likes. Perhaps capacity for independent work is the most important academic result of the Oxford system of education.

The American Rhodes Scholar gets from Oxford not merely a new attitude toward his work, but also a new respect for examinations. In the United States, examinations are not, as a rule, viewed with much favor; and it is the fashion at present to consider them as a very untrustworthy means of measuring intellectual ability. There are not wanting those persons in England who believe that in their own country too much attention is paid to examinations and too great weight attached to their results.

I think the weight of opinion of British university men is admirably summed up by a remark quoted by Sir Charles Grant Robertson in his recent book on *British Universities*:

"I detest examinations but I am profoundly afraid of those who cannot pass them."² The English have developed the art of examining to a very high degree of accuracy. This is proved by the fact that the results of the examinations at Oxford and Cambridge offer so good a basis for prediction of success in after life. There is not in the United States so great a discrepancy between success in college studies and success in after life as our humorous writers would sometimes lead us to believe; but the correspondence is not so marked, especially in public life, in this country as it is in England. Oxford examinations are more severe but less pedantic than ours. It is a principle in England that a man shall not be examined solely by those persons who have the responsibility of teaching him. English examinations come at the end of a year or of two years of work rather than term by term, or week by week. They are usually of the essay type, and their attempt is to discover power of dealing with the subject rather than merely to test the memory for specific details. In the ordinary Honor School a man will have from seven to twelve three-hour papers following each other at the rate of two a day for the better part of a week. Cramming for such a series of tests is impossible. The advice usually given by one's tutor is to forget about books, get away from Oxford, and play tennis or golf for a few days before the examinations begin. In the examination room a student, confronted by a paper of ten or twelve questions, will perhaps spend the first two hours on the two questions which he knows most about, answering each as exhaustively and thoughtfully as possible. In the third hour he will

² *British Universities*, 2nd Edition, London, 1944, p. 78.

answer two or three more, briefly but as well as he can.

In the English system a man is marked qualitatively on the basis of what he writes rather than quantitatively on the basis of what he leaves out. After the papers are all read, he appears before his examiners for an oral, in which they have ample opportunity to test him on any topics which he did not mention in his answers. His effort must be to show at some points in his papers first-class work, which means in England answers which not merely contain information but are also well thought out and well written.

III

But life at Oxford is not all work. Indeed, some of the hardest part of an Oxford man's work is done in the vacations, and term-time (which altogether is about twenty-six weeks in the year) is very largely given to living the Oxford life. From this life the American Rhodes Scholar gets a great deal that he could never get from books. For him, even more than for Englishmen, it is well worth while. In the first place, it is a very beautiful life, though the surface of it is, like the face of a glacier, overstrewn with a miscellaneous drift of academic stupidity and youthful folly which, at the first glance, more or less conceal the beauty that lies beneath. But at its heart Oxford life is worthy of its setting and worthy of the great words with which Matthew Arnold has praised its beauty and sweetness. It is not strange, but only seems so, that this beauty should come home to the undergraduate but slowly. One of the finest things which the American Rhodes Scholar will get from his Oxford experience he is likely not to get in the three

years of his scholarship. Only in after years, on one of those visits which Americans show such a decided tendency to make back to the home of their English foster-mother, will he be able to see in true perspective the significance of these eager undergraduate days—days of intense effort, of struggle with hard tasks, of listening to half-heeded words of great teachers, of light-hearted, high-spirited converse with men too many of the best of whom will visit Oxford quadrangles no more. Then some night as he walks back to his lodgings after dinner at High Table, the moonlight on sleeping walls and towers will thrill him with the sense of the tangled, interwoven beauty of this life that once was his.

If I were to single out from all the beauty and intensity and good-fellowship of this life the two things which are likely to mean most to the American, I should say they are talk and sport. Perhaps these are two things which occupy most of the waking hours of the average English undergraduate. If he spends four or five hours a day at his books and lectures, he is considered reasonably industrious, and may with good conscience spend ten or twelve on social affairs with his fellows, in numberless breakfasts, lunches, teas, coffees, and club meetings, or in keen athletic competition with them on the river or the courts or the broad playing fields with which the University and the colleges are so generously supplied.

My purpose is not to describe all this Oxford social life, but to say, or to suggest, if I can, what the American Rhodes Scholar gets from it. I am afraid I can only suggest, for human values of this kind are too complex and too rich for

the abstract formulae of educational discussion. The under-graduate learns from his fellows innumerable lessons in getting on with other people. He learns, or has the chance to learn, how to use his ideas in action rather than merely how to hold them suspended in his mind. Most Rhodes Scholars would say that Oxford talk is the best talk in the world. I do not believe that this is due so much to any peculiar virtue of the men who compose the university as to the fact that the life is so arranged as to provide the leisure and the opportunity for it. As to the educational value of talk, most Rhodes Scholars would say that the testimony of such diverse characters as Cardinal Newman and Robert Louis Stevenson, which sounds rather extravagant to American ears, was no whit too strong. In the almost unique intimacy and good-fellowship of Oxford life, where for the moment men from every country and every class are living together and surveying the nations of the earth in human and humorous companionship, the Rhodes Scholar, if he has in him the capacity for wisdom, learns the difference between an abstract formula and a living point of view. It is the seven years of plenty with him, a time when it is bliss to be alive and very heaven to be young. But he feeds intellectually on a rich diet which not every man can digest. The Rhodes Scholar will need all his characteristically scanty store of general information and more than all of the scanty American tolerance of ideas not current in the United States. If he have the capacity for assimilation, if he can become a part of what he meets, he may return from Oxford to the United States a citizen of the world.

III

Rhodes Scholars are usually athletes, but they have much to learn from Oxford sports, and they take eager pleasure in learning it. The difference between sport at Oxford and sport in the United States is almost the difference between work and play. In the United States athletics are managed by members of the faculty who have the rare gifts needed for such important work. Teams are coached and trained by experts. The costumes and implements are designed by other experts, all to the end of producing the maximum skill and efficiency of which the human frame and the human mind are capable. The result is not only greater public interest in athletic contests but also perhaps a higher degree of athletic skill than is the rule in England, though this is difficult to measure, since neither country plays exactly the games which attract the greatest interest in the other.

At Oxford athletics are entirely in the hands of undergraduates. There are no paid coaches; and if in a given college at a given moment no old player is available to coach the team or the crew, it is not uncommon to apply to the captain of a rival college for some useful suggestions and criticisms, which are sure to be given with the utmost candor and liberality. The management of athletics at Oxford is distinctly amateurish and could undoubtedly be improved in efficiency by American methods. Training is earnest but not scientific. The choosing of the members of crews and teams is left to the captain and such advisers as he may select. There are so many forms of athletics and

participation is so nearly universal that there are almost no spectators at college matches, and fewer than in the United States at the major inter-university contests.

This sport for sport's sake at Oxford is one of the finest among the many fine opportunities opened by a Rhodes Scholarship. Freed from the curse of spectators there is no better moral and social training in the world than sport. Without the spectators, compulsion to win, which makes football such a nerve-racking occupation in the United States, no longer exists. Under the conditions obtaining at Oxford and Cambridge the idea that it would be a thousand times better to lose a game than to commit the slightest unfair action does not need to be argued. It is taken for granted just as it is taken for granted in every sport in the United States which has not become a spectacle for the crowd. The absence of spectators takes nothing from the keenness of the contest, but it makes that keenness a healthy, normal, human desire to do one's best, rather than a frenzied feeling that the only two courses before the player are victory or suicide. The absence of spectators implies that the Oxford athlete must buy his own togs and pay his own expenses, which men do cheerfully. Playing fields are, of course, owned by the college, and the barge on the river and the expensive shells in which the crews row are paid for by the college boat-club. For the rest men buy their own equipment, and it is no uncommon thing for the members of a team of an Oxford college going to play a rival college in Cambridge to be assessed so much per head to pay the travelling expenses. All this simplification of sport gives a better opportunity for the emergence of its true moral and

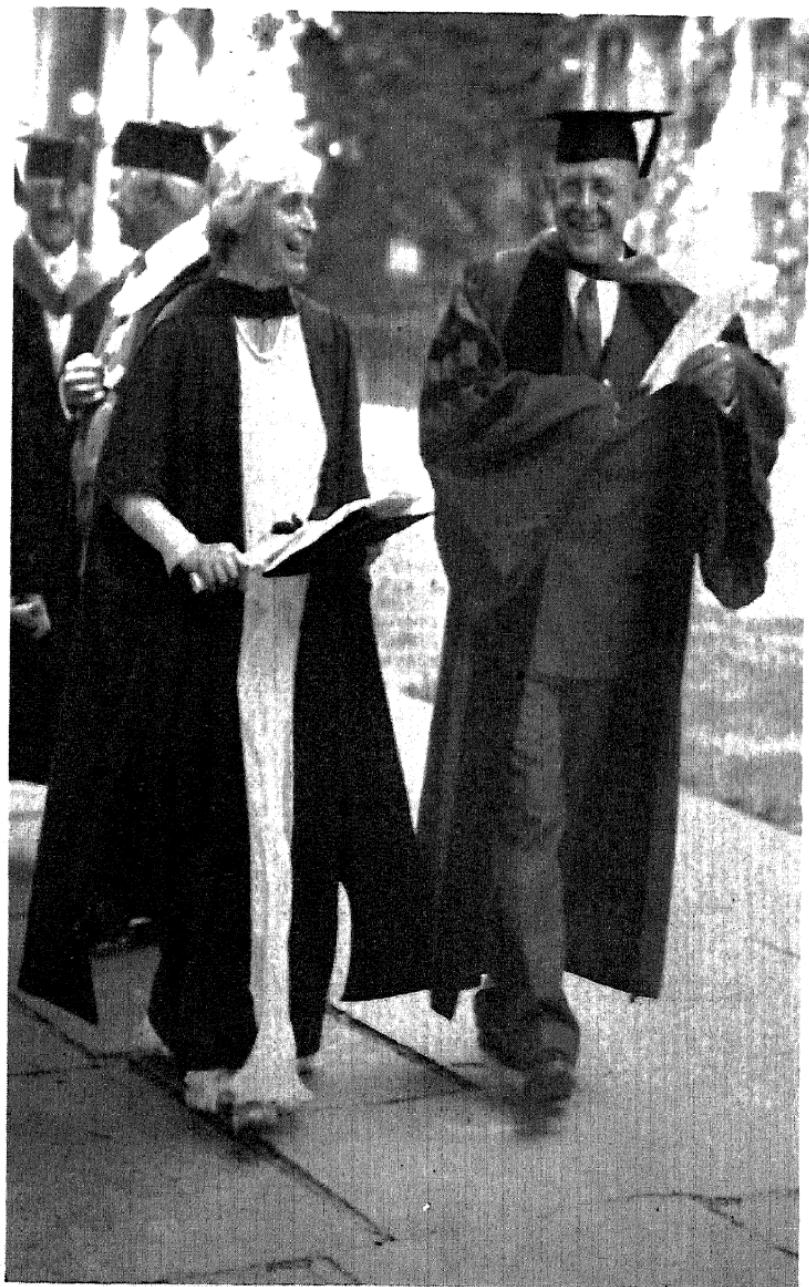
social values. These values exist just as truly in American sports, and it is no small credit to the inherent sportsmanship of American players and coaches that they persist, in the face of the terrific and often unscrupulous pressure of spectators and supporters who are interested not in the true values of sport but only in victory.

IV

The Rhodes Scholar, as I have said, spends one-half of his year at Oxford; he has a six weeks' holiday at Christmas, another six weeks at Easter-time, and four months in the summer. It is perhaps fair to say that something like half of what he gets from his experience comes from these vacations, when he has the opportunity to travel in England and on the Continent, and to study European life and languages. Under the Oxford system term time is the season for mapping out work, covering the ground hastily, getting together books, and listening to lectures: the hard grinding, filling in the chinks and reading round the subject in the way necessary for a creditable showing in the Honors examinations, must all be done in the vacation. In planning each holiday a man must make a careful balance between the demands of his Oxford work and the interest of foreign lands. The three years of a Rhodes Scholarship wisely spent will give a man a command of at least one European language, and perhaps a working knowledge of one or two more, together with that kind of understanding of English and Continental life which comes from living with the people, and which does not come from merely travelling through the countries.

Some men confine their vacations to England and the nearby countries of the Continent; some journey farther afield into Russia, the Balkan States, the Near East, and the Holy Land; an occasional Rhodes Scholar finishes his Oxford career by returning home around the world. The result of these vacations is that the Rhodes Scholar comes back with some idea not merely of the English way of looking at life, but also of that of two or three European nations. He is an internationalist of a human rather than merely theoretical sort. This can hardly be said to simplify international problems for him. Perhaps it tends instead to give him an idea of their complexity.

One of the most important things which a Rhodes Scholar gets from his Oxford experience is a changed attitude toward his own country. A Rhodes Scholar returns to the United States a better American than he was when he went over. The fears which were widely expressed when the Rhodes will was made public, that three years at Oxford would make British subjects, or at any rate Anglomaniacs out of our American boys, have proved to be without foundation. Out of more than 1,100 Rhodes Scholars who have been elected since the scheme started in 1904 only two have become British subjects, and the others cannot be told from American college graduates, who have not enjoyed that experience, by any tendency to use the English accent or a monocle. Practically all the Rhodes Scholars have returned to the United States to live. A few have gone abroad as members of the diplomatic corps of the United States, or as representatives of American newspapers or broadcasting companies or business firms. The largest single group living



LADY WYLIE AT SWARTHMORE

abroad are those who have become American missionaries in China, and perhaps no Rhodes Scholars are better placed to serve their country than are these.

The Rhodes Scholar comes back a better American than he was when he went over, but he comes back less of a jingo. The jingo, like every other blusterer, is a man who is at heart not sure of his own cause. The attitude of the United States toward Europe has been for a century one of sensitiveness to criticism, of resentment of fancied slights on our own manners and culture, of a disposition to undervalue those intellectual and artistic achievements in which Europe has excelled us, and to overvalue those political and material goods in which we have excelled Europe. The American has often carried a chip on his shoulder because he was secretly conscious at some points of his own inferiority. The American Rhodes Scholar sees that he need take that attitude no longer. The energy and idealism of the people of the United States, and the good fortune of her position, have brought America to a place where she need no longer envy other nations their points of excellence, where her cue should be to thank God for her own blessings, to admire frankly and to study carefully the best of other countries, in order, if possible, to add all good things to her own heritage.

The Rhodes Scholar sees this. He learns at Oxford and in England and on the Continent that his country, if not always in all things admired, is nevertheless never held in contempt by those whose opinions matter, but always respected, and indeed, often praised beyond its deserts. He learns this best perhaps in Oxford, where young men from all nations live together in good-fellowship and discuss

international problems with frankness and humor. The effect upon the American Rhodes Scholar is to teach him to hold up his head as the Cook's tourist does not. He finds that the angry flush no longer mounts to his cheek at an English criticism of the internal arrangements of a Pullman sleeping-car. His heart does not always fill with unalloyed national pride at an English sporting undergraduate's admiration of the fact that one hundred thousand people may spend half a million dollars to see an American football game.

The American Rhodes Scholar learns to respect his country as the jingo never does. He learns to be jealous of her action in those things that matter. Living in a country where, because of the extent of that league of nations called the British Empire, international problems are discussed more constantly and more intelligently than anywhere else on earth, he learns, or begins to learn, the lesson of the interdependence of nations; he learns to realize the necessity of understanding and serving the interests of others in order best to serve our own.

In the mere matter of foreign commerce the American Rhodes Scholar sees how interwoven are our interests with the prosperity of the whole world, a fact not generally realized by that great body of our citizens who are dependent on foreign commerce for bread, or at any rate for luxuries. And he comes back with the longing to have his country, which responds so quickly and so generously to the call of the plague-stricken and the starving, respond also to that less piercing but more important call of the best men of all nations for the help of the strongest in meeting the prob-

lems of the day, which, however met, threaten to tax the strength of our civilization.

The Rhodes Scholar gets out of his Oxford experience an international point of view. He also gets from it a new conception of the kinship of the English-speaking nations of the world. One of the great surprises in store for him is the similarity which he finds between his own point of view and that of the Rhodes Scholars from the British Dominions—Canada, Australia, New Zealand, and South Africa. And as he returns time after time from the Continent, he wakes up with surprise to find that the differences which he noted at first, not always with approval, between English ways and his own are, as he learns to look beneath the surface, less significant. Not that he comes to admire everything English. The typical Rhodes Scholar soon learns to talk and think less and less about “the English” as such. He thinks with Englishmen of like ideas, believing in one party and distrusting the others, feeling at home in one social group and disapproving of the ways of others, just as he would at home. He will not approve of all Englishmen, but he learns to argue with all of them, which is the important thing. Finally, he wakes up to the fact, rarely discovered on this side of the Atlantic, that our civilization is English at bottom, and that common speech and common law are only significant of a common way of looking at life—a common belief in freedom, in individual effort, and in sportsmanship, which are the real heritage of the Anglo-Saxon race. And he comes to see, as Rhodes saw, that this code of life which preserves the peace among single men of wide individual differences, which stimulates individual initia-

tive and yet makes possible common action, which places justice and integrity above cleverness, which loves institutions and distrusts logic, which makes reforms slowly, anxious always to unite the best of the old with the best of the new, trying to repair the building of the state rather than to tear it down and rebuild it again—that this point of view distinguishes the whole English-speaking race from the French of 1789, the Russians of 1920, and the Germans of 1933. He is likely to come furthermore to the belief that this point of view, if it could be applied to international problems, as it has been so successfully to disputes between man and man, would work out slowly but surely the riddle of these perplexing times. Perhaps this is the truest and most valuable of all the ideas which the American Rhodes Scholar gets from Oxford.

Chapter Five CAREERS OF AMERICAN RHODES SCHOLARS IN THE UNITED STATES

THE most important fact about Rhodes Scholars is not their success at Oxford, whether in academic work or in social activities, but the contribution which they make to American life after their return. Those facts about the careers of American Rhodes Scholars which are tangible are public. Of all the foundations maintaining international scholarships and fellowships in this and other countries, the Rhodes Trust and the John Simon Guggenheim Memorial Foundation publish most completely the facts about their former scholars and fellows, following their careers through life. At intervals of about ten years the Rhodes Trustees issue "The Record of Past Scholars," and the *American Oxonian* publishes every year an address list, which is also a kind of *Who's Who*, in that it gives the present occupation and official position of each American Scholar. This magazine contains also in the thirty-two annual volumes so far issued a considerable, though by no means complete, record of the achievements of the American Scholars in their various walks of life. This is much, but more is needed in order to assess accurately the contribution which the American Scholars are making to life in their various communities and their influence in public questions. To do that ideally the historian should have a greater fund of first-hand personal information than any living person has or can have. It has been my good fortune to know well a very large number of the American Scholars and my duty to follow their careers with some care, but, as I essay this

task, I am only too conscious of the gaps in my own knowledge.

On their return to the United States from Oxford the Rhodes Scholars distribute themselves very unevenly among the States. In the year 1941 (just before Pearl Harbor) 26 per cent of the American Scholars were domiciled in the states from which they were appointed, 74 per cent had gone outside to live. They tend to congregate in large cities and prosperous states where the struggle for life is keenest and the rewards greatest. The average number in each state, if they were equally distributed, would be about 20. Six states had in 1941 three or fewer, and six had forty-five or more. New York led with 193; Massachusetts had 75; Maryland, including the District of Columbia, 77; California, 57; Illinois, 52; and Pennsylvania, 45. On the other hand North Dakota had none; Arizona and South Dakota, one each; Idaho, Montana, and New Mexico each had three.

The occupations which have attracted the largest number of American Rhodes Scholars are, in order of numbers, Education, Law, Business, Government Service, Medicine, and Journalism (including radio).¹ In this connection certain trends are well marked and interesting. In education there is a marked trend at present in the direction of administrative work, which is still more notable if one includes men who are engaged in the administration of educational foundations. The number of men in politics and government service is increasing rapidly: nearly two-thirds of the men in this field having entered it since 1930. There

¹ See Appendix V.

are likewise definite trends in the direction of journalism (including radio) and toward scientific research. In earlier years comparatively few Rhodes Scholars studied science in Oxford, but during the last decade the proportion in that field has increased remarkably, and I am informed that this holds true for Rhodes Scholars from the Dominions as well as from the United States.

There is no general test of success which could be applied to so many different occupations but a few indications have some interest. The latest edition of *Who's Who in America* contains the names of nearly 200 former Rhodes Scholars. A considerable number of men whose names do not appear in the volume should be included, and doubtless will be in the near future. Among the group of men who have devoted themselves primarily to scholarship, 29 have received Guggenheim fellowships, 6 are starred in *American Men of Science*, 7 have been elected to membership in the American Philosophical Society, two are members of the National Academy of Sciences, and 132 have risen to full professorships in our colleges and universities. Among the 236 lawyers, 94 are members of well known law firms in large cities throughout the country. Of the journalists, 8 are members of the editorial staffs of important metropolitan papers, and an equal number are employed by important magazines, while many others are special correspondents in Washington or abroad. It is a matter of regret that more have not entered this field, for which, judging by the success of those who have, an Oxford training offers such admirable preparation. In the ministry, one is a bishop, 4 preside over theological seminaries, and half a dozen are pastors of important churches in various large cities. About

150 are trustees of universities, colleges and educational foundations.

Rhodes Scholars count as individuals, and the ideal chapter on their careers would be a biography of each man. That is not feasible here, but as I have said it does exist in skeleton form, first in the annual address list published by the *American Oxonian* which gives for each man his occupation and official position, and second in the reports issued by the Rhodes Trustees at approximately ten-year intervals summarizing the record of each Rhodes Scholar at Oxford and in after life.

II

In this chapter it is not possible to mention names for the simple reason that no one except the recording angel would know where to stop. In their various fields the names of certain Rhodes Scholars would be known to every reader. Everyone knows the name of the former director of the OWI, the Bishop of Ohio, the President of the Chesapeake & Ohio Railroad, the author of *Union Now*, the secretary of the Guggenheim Foundation, the President of the Carnegie Foundation, the United States Ambassador to Holland, the editor of the *Christian Science Monitor*, and the author of House Concurrent Resolution 25 in the Seventy-Eighth Congress, which announced to the world the end of American isolation.

Likewise widely known would be the presidents of various universities and colleges: Vanderbilt, Rochester, Iowa, Florida, Swarthmore, Haverford, Pomona, and St. John's. Along with them might be mentioned the headmaster of

the Hotchkiss School, the deans of the divinity schools of Harvard and Duke, the director of the Montreal Neurological Institute, the dean of the Duke University Medical School, and the medical director of the Mutual Life Insurance Company.

Less widely known, even though eminent in their profession, are lawyers and scholars. Rhodes Scholars will be found as members of important law firms in most of the great cities of the country: New York, Boston, Providence, Manchester, Chicago, Indianapolis, Detroit, Cleveland, St. Louis, Lincoln, Seattle, Tacoma, San Francisco, Los Angeles, Birmingham, Atlanta, and Columbia. Several are judges in the higher courts of their various states, and one is a justice in the Mixed Courts in Alexandria.

In scholarship Rhodes Scholars have made contributions to many fields of knowledge. Historians will know *The Coming of the War, 1914* and *The British Empire before 1775*. Philosophers will know *The Nature of Thought*. Readers of war books will know the names of the authors of *Last Train from Berlin*, *You Can't Do Business with Hitler*, and *When Johnny Comes Marching Home*. Readers of contemporary literature will know *Poems About God, Dew and Bronze*, and the long series of entertaining books written by the author of *Kitty Foyle*. Businessmen will know the name of the late secretary of the New York Stock Exchange, the vice-president of the American Smelting and Refining Co., and the director of the British South Africa Company, of which Cecil Rhodes himself was once the president. Journalists will know the Washington correspondents of the *St. Louis Post Dispatch* and *News Week*.

Politicians will know Rhodes Scholars in Congress, in the State Department, and in the Interstate Commerce Commission. Scientists will know a Rhodes Scholar astronomer whose work with the 100-inch telescope at Mt. Wilson has not merely been recorded in astronomical books and journals, but also celebrated in the columns of *Punch*.²

These are a few of the Rhodes Scholars who at the moment occupy positions which are prominent in the public eye. Others are rising every day to join them as new opportunities open and as the results of years of solid work come to be recognized. The average age of the group is about 40, which means that the majority have not yet come into their own. Nothing except a periodical publication could do justice to individual accomplishments, and I must in this chapter forego any attempt to pay tributes of personal admiration and content myself instead with saying what can be said about the men as a group.

In the Appendix I have given a summary tabulation of Rhodes Scholars by occupations, followed by an alphabetical list of the whole group of Rhodes Scholars showing the

²Appalled by the immensity
Of the great world machine,
I'm conscious that my density
Is denser than the mean;
And like a drowning swimmer
I found my hope grow dimmer;
But not a partial glimmer
Illumes the cosmic scene.

I am no atom-splitter;
I cannot leave my rut;
Spite of his name, De Sitter
I find too hard a nut;

Lemaitre I cannot master,
And Friedmann travels faster
Than can without disaster
Be managed by a mutt.

But *Blank!* Although one links him
With Oriental smokes,
Professor Einstein thinks him
The brainiest of blokes;
And yet he can both suffer
And please the fool and duffer,
For I, a poor old buffer,
Appreciate his jokes.

occupation in which each individual is engaged. For some 400 men who have been in military or civilian war service I list the occupation in which each was engaged before the war. The list is worthy of careful study by anyone who wishes to form a concrete idea of the contribution which Rhodes Scholars have made and are making to American life.

III

The first occupation of all, in point of numbers, is education. There are about 300 college professors and nearly 100 administrative officers including teachers who spend part of their time in administrative work. Of these 25 are or have been college presidents, and an equally large number fill deanships or other administrative posts. Thirty-two are teachers in secondary schools and fifteen or twenty more are employed by educational foundations and museums.

Rhodes Scholars hold positions in the most important colleges and universities of the United States. Harvard leads with 19 Rhodes Scholars on its staff. California has 9, Chicago 8, Yale and Iowa 7 each, Princeton 6 and Duke and Northwestern 5 each. In all, 120 of our universities and stronger colleges have Rhodes Scholars in professorial or administrative positions. A great many Rhodes Scholars have risen to eminence by contributions to knowledge in their different fields.

Twenty-five Rhodes Scholars, as I have said, are or have been college presidents. I have already mentioned a few of the institutions over which they preside. An equal number, or rather more, act as deans, presiding over colleges and professional schools, noteworthy among them being the

divinity schools of Harvard and Duke, the schools of business of Georgia and Lehigh, the law school of Chicago and the Duke University Medical School. In a related field, closely allied to college and university posts, are positions in the administration of educational foundations, museums, research libraries, and university presses.

It is not surprising that so large a number of American Rhodes Scholars should have turned to education for a career. In the United States education absorbs a large fraction of our best brains and our highest idealism. Education is, furthermore, a profession of very rapid and very recent growth. We have, during the past fifty years, multiplied the number of colleges and universities in the United States by two or by three (if one is not too particular about what one calls a college or a university), the number of students by twenty, and the size of the annual budgets of these colleges and universities by fifty. We attempt to give college training not merely to a larger number, but also to a larger proportion of our population, than any country in the world has ever attempted to do before. That effort, soberly considered, is perhaps the most remarkable fact in the history of western culture.

In a period of less than half a century the American people have built up the most extensive system of higher education the world has ever seen. Inevitably the many institutions, so hastily organized and so rapidly enlarged, are imperfect. Inevitably America has needed to draw very largely on European experience. In the two decades before 1900 the United States learned much from the young and flourishing German universities of the time. Valuable as

were the lessons we learned from Germany, they were, so far as concerns undergraduate work, often misleading. The German, and indeed all continental universities, are post-graduate schools. The undergraduate college of liberal arts does not exist outside of the Anglo-Saxon world. Cardinal Newman's *Idea of a University* applies only to the English-speaking universities; it is only the English-speaking countries which have placed such emphasis upon liberal education and which have had the wealth to enable them to realize that conception. It is not surprising that we should have much to learn from the English universities which have had the longest experience of any in the world in dealing with our most important educational problem.

About the time that the first Rhodes Scholars went to Oxford, our university professors and administrators were beginning to feel seriously perturbed about certain difficulties in American undergraduate education. At Oxford the Rhodes Scholars found interesting and effective solutions to many of these problems.

There are no professors of education at Oxford, and no professor of education is needed to draw the attention of Americans to the difference between English and American methods. The challenge of the experience is enough. They find that at Oxford so many of the principles in which they have always believed without question are not accepted at all, that so many things which they have always considered unwise or dangerous are done as a matter of course, that they are compelled by the very logic of the situation to think through again for themselves the various articles of their educational creed. They may come back to the same

opinions in the end, but if they do they hold these opinions for different and better reasons, and rarely do they return to all the beliefs about educational matters which were their accepted creed before their Oxford days.

They find at Oxford, in the college system and the tutorial method of instruction, a remedy for some of the evils of mass education. They find an art of examination, which is much more severe than anything they have ever known, which makes cramming all but useless, and the results of which are a very much more accurate basis for predicting success in after life than the system of fragmentary course examinations under which they have been brought up. They find in the distinction between the pass and honors degrees a device for doing something which until recently American universities have never been able to accomplish, namely, to allow the best and most ambitious students to progress as rapidly as they are able without being held back to the pace of the average. They find, in short, the remedy for some of the most serious defects in American higher education.

During the forty-two years since the first American Rhodes Scholars entered the University of Oxford all the features of English higher education which I have mentioned have in various places been incorporated into American practice. The result has been an immense improvement in the standard of college and university education in this country—an improvement not yet fully realized, but so far progressed that one may speak with confidence of its ultimate effect in all our stronger colleges and universities. This

is the first and most impressive contribution of the American Rhodes Scholars to life in the United States.

The tutorial system was in use in America long before the Rhodes Scholarships were established, but during the last forty years it has been extended much more rapidly than ever before. Comprehensive examinations covering some large share of the student's work have become common, replacing or supplementing the frequent course examinations upon which American students were formerly, and are still in many places, awarded their degrees. Something like the distinction between the pass and honors degree had been introduced into the University of Michigan in the 1880's, had worked successfully, but was given up in the 'nineties when the number of students in that University increased so rapidly in a single decade that no one had time for a plan of individual instruction since all the energies of the faculty were needed to deal with the overwhelming numbers of students who descended upon them faster than the instructing staff could be increased. It is only recently that the University of Michigan has again put into operation an honors plan, designed to carry out by different means the purposes of the one which forms so creditable a chapter in its early history.³

Meanwhile about 150 American colleges and universities have during the last twenty-five years inaugurated or developed plans of study offering special facilities for students of more than average ability. Some of these programs are timid and tentative; others are well developed and success-

³ See Frank Aydelotte, "The University System at Michigan," *Michigan Alumnus*, XLII, 23, pp. 228-233, June 27, 1936.

ful. I have in a recent volume summarized the methods used and the progress made by various colleges and universities which have adopted plans of this nature.⁴ In summary one may say that the ultimate effect of the development of honors work promises to be nothing less than a revolution in American academic standards.

An old picture of Harvard, showing two or three buildings, is entitled "The Colleges in Cambridge." The plural indicates that the artist remembered the college system of Cambridge in England, and assumed that it would be followed in America. But Harvard grew up a single college, as did, until recently, every undergraduate college in the United States, no matter how large. It is only within recent years that Harvard and Yale have been divided into separate houses or colleges on the Oxford and Cambridge plan, and that a few other American institutions are being similarly organized.

It cannot be said that all these revolutionary changes have been due to the efforts of American Rhodes Scholars alone. In some cases they were carried through by older men who had never studied at Oxford. But they owe much to English practice, and they have come about since the Rhodes Scholarships have been in operation. Unquestionably the experience of the Rhodes Scholars, and their writing and speaking, have drawn attention to the value of English example, and Rhodes Scholars will be found nearly everywhere playing an important part in the operation of what are, for the United States, new methods.

⁴ *Breaking the Academic Lock Step*, Harpers, New York, 1944.

Cecil Rhodes had a firm belief in the power of education. Officers of the Rhodes Trust have expressed the opinion that an educational career was one aspect of "public life" in the sense in which Rhodes used that term. Sir George Parkin felt that education was perhaps the best career for the American Rhodes Scholar from the point of view of realizing the objects which Rhodes had intended. "He held, therefore," says his biographer, "that Rhodes' object would best be attained if they could secure as scholars from the United States men aiming at high academic positions. These men would influence the teaching in the universities and become 'the creative center for a more enlightened public opinion in America.'"⁵

"I have always regarded education as another aspect of government," says the great Spanish scholar, José Castillejo, in a letter published a few years ago in the *American Scholar*. In the United States in the early decades of the 20th century, this has been profoundly true. Rhodes Scholars in entering an educational career have applied themselves to the solution of a great national problem, to making effective a national effort to which the best intellect, the highest idealism, and a substantial part of the material wealth of the country were devoted. One can believe that Rhodes would have felt that they were seeking to realize one aspect of the vision which he had for his Scholarships and that such results as they have achieved would have given him satisfaction.

⁵ *Sir George Parkin*, by Sir John Willison, London, 1929, pp. 166-67.

IV

During the first twenty years of the operation of the Rhodes Scholarships, more men studied law than any other single subject, and it is my impression that these included probably more of the ablest Rhodes Scholars than any other single group. Certainly their record in Oxford examinations and in their careers in the United States would go far to prove this statement. An Oxford law Don once remarked to me that the result of so large a number of able Rhodes Scholars taking the law examinations at Oxford over a period of two decades was to raise the standard so that a level of performance which, twenty years before, would have given a man a First, would now give him only a Second. Such statements are not susceptible of proof, but certainly the American Rhodes Scholars have made an enviable record in law at Oxford, and their careers in the United States have been equally brilliant.

Not all men who study law at Oxford practice that profession in the United States. Some have been drawn into other careers. Of the 236 who have continued to follow the law, about one hundred are now members of well known law firms in important cities throughout the country, eight are judges, three of them in the supreme courts of their states, one is a judge in the Mixed Courts of Alexandria. Nineteen are professors in various law schools, and two represent important law firms abroad.

Approximately one-fourth of all the Rhodes Scholar lawyers in the United States practice their profession in New York City. Of the fifty there located, twenty are already

partners in important firms, while two more are professors of law. They came originally from all parts of the country. One could wish them more widely scattered throughout the nation but they cannot be blamed for choosing the center where they find widest scope for their abilities and the greatest reward for their efforts.

During the last fifteen years the proportion of Rhodes Scholars studying law has decreased while larger numbers have gone into natural science and into the new School of Philosophy, Politics and Economics. The law has in the United States been traditionally associated with politics and government. Many of the men now in government service took a law degree. As problems of government are now becoming more social and economic in character it is not surprising that the same public interest which formerly led men into law should now prompt them to the study of the latter subjects.

V

Next in size to the legal group is the body of men in business: these number 141, or about one-eighth of the Rhodes Scholars living in the United States. If one includes with these the technical advisers in economics and statistics, legal counsel, and men engaged in scientific research in industrial laboratories, the group approaches closer to the size of the legal group. The men are scattered through an astonishing variety of different business enterprises. Two are presidents of railways, half a dozen of banks, and many more presidents, vice-presidents, and directors of various business corporations. The one business which pre-

dominates is banking and finance, in which the places filled (now or recently) by Rhodes Scholars run through a wide range, from the secretaryship of the New York Stock Exchange, through presidencies and vice-presidencies of various bank and trust companies to partnerships in brokerage firms and positions as analysts and statisticians in banks and investment houses. Members of this group will be found in all parts of the country but the largest number are in leading banks in New York and Chicago. A dozen men represent American business firms in different countries abroad.

The industries represented by Rhodes Scholars in business include lumber, oil, radio, real estate, mail order houses, department stores, packing, insurance, publishing, milling, automobiles, public utilities, railways, advertising, and the manufacture of paint, glass, chemicals, rubber, cameras and school supplies. The fact that so large a group of Rhodes Scholars find careers in so wide a variety of business firms is an interesting illustration of the highbrow character of American industry in the 20th century. Among the group are many men whose academic record at Oxford was outstanding, not merely in the Honor Schools, but also in research. Great business organizations, like departments of government, need various kinds of experts, need the services of a brain trust, and seek for men of the highest ability they can find, so that in such fields as physics and chemistry, or economics and statistics, business firms, government departments, and educational institutions often find themselves in competition for the same men. On the technical side of business, in which about one-third of the group are engaged, as well as in executive work, which

occupies two-thirds, American Rhodes Scholars are playing a vigorous part in present-day American industry.

V I

Approximately equal numbers of American Rhodes Scholars have found their careers in journalism, radio and literary work, in the ministry and associated fields, and in medicine. The number of journalists is increasing, the number in the ministry decreasing, while medicine has approximately the same number of followers among the younger men as among those of the older generation. Two or three of the most promising younger American poets have been Rhodes Scholars, one or two extremely successful writers for the moving pictures, and half a dozen popular novelists and essayists.

In journalism proper some of the best known Washington correspondents of metropolitan papers belong to the Rhodes Scholar group, as did the best known League of Nations correspondent of any American newspaper, the former editor of the leading Washington daily, and the man who has done most to interpret the policies of the Roosevelt Administration to the American public. In New York are half a dozen Rhodes Scholar editors of popular magazines, and scattered throughout the country are various correspondents and editorial writers on papers from the Atlantic to the Pacific. The group of writers, journalists and broadcasters is small; there are only some fifty-three individuals all told; but they have made and are making an important contribution to American thought about the problems of the day.

The group of ministers is likewise small, and, as I have said, decreasing, in that a smaller proportion of the younger generation are following this career. Of the thirty-five men in this field, one is a bishop, four are heads of theological schools, five are pastors of important metropolitan or university churches, eight were before the war missionaries in China, where their opportunity of exerting an influence of the kind of which Rhodes would have approved is unrivalled, and two or three more are connected with the administrative work of the international Y.M.C.A.

Rhodes Scholars intending to study medicine have not in the past as a rule entered that school at Oxford. Instead they have usually taken the Honor School of Physiology and have then completed their training in some American medical school. The men who have gone through this experience consider it the best medical training in the world, primarily because of the thoroughness with which they have been able to master the fundamental medical sciences. The careers of the medical group in practice bear out this contention. Professor Sherrington established at Oxford a great tradition in physiology which the new Nuffield endowments will strengthen still further. Again the group is small but their record is distinguished, particularly on the scientific side. One is the medical director of a great life insurance company, there are several deans of American medical schools, another is the head of the most important neurological laboratory on the American continent, another has played a leading role in the medical work of the Rockefeller Foundation in the Far East, others are professors in medical schools, while still others have distinguished them-

selves in the practice of medicine in various cities. The bibliography of their contributions to medical science is a long one, even though they are, as a group, still young men, with great possibilities for the future.

VII

About twice as many men as have entered either journalism, the ministry, or medicine have gone into politics and government service. They occupy important positions in our diplomatic service, in almost every department of the national government, and in state, municipal, and county administration. Over and above some 74 men who fill places in the peacetime administration of the government there are about 150 holding temporary posts in various war agencies. There are, furthermore, many who exercise political influence of importance in their various states without holding public office.

Two Rhodes Scholars are members of the House of Representatives and one is a member of the Senate. One is ambassador to Holland, another was formerly minister to Austria, and many serve as members of various diplomatic missions abroad. In Washington more Rhodes Scholars have been attracted to the State Department than to any other branch of the government, but there is a good representation in the departments of War, Navy, Justice, Agriculture, Commerce, and Labor, as well as in the Interstate Commerce Commission, the U.S. Tariff Commission, the National Labor Relations Board, the National Resources Planning Board, the Social Security Board, the United States Board of Tax Appeals, the Reconstruction Finance

Corporation, the Federal Trade Commission, the Civil Service Commission, the Export-Import Bank, and various agencies concerned with Latin American affairs. The group has increased rapidly during the last decade, partly due to the increasing part which government activities play in the life of this country under the New Deal, partly due to the increasing importance of governmental activities and international relations everywhere.

The commonest criticism which has been made of the American Rhodes Scholars, so far as concerns their careers in the United States, has been that so few of them have entered government service and political life. Less than 10 per cent, as I have said, have so far chosen such occupations, as compared with 40 per cent in education and 20 per cent in law. It would, of course, be easy to restrict appointments to men who aspire to enter politics or government service. The Rhodes Trustees, however, have taken the position that for a Foundation which is to continue indefinitely, such a policy would be shortsighted. In the long run more effective leadership will result from leaving men in complete freedom to choose their own subjects of study and their own careers in after life. A man can render public service of great value without holding government office. Every occupation offers opportunity to a man whose aim it is to minister to the common good. The Trustees believe that the important thing is to make sure, in so far as this is possible, that each man chosen will be a leader in his particular field without prescribing what that field shall be, and that he shall be, at the same time, a man of public spirit with a generous concern for the common welfare.

All the evidence seems to me to justify that policy. We need, both in national and international affairs, experts able to deal with problems more complicated and more difficult than those which confronted our fathers and grandfathers. This is especially true in the field of economics. The development of modern industry has given to economic problems an importance which they did not have in a simpler society. It may well be that governments in the future will depend very much more upon the advice of experts than has ever been the case in the past. The Rhodes Trustees have not committed themselves to that position. They have not turned the whole force of the Rhodes Scholarships into the creation of experts in economics. They have taken the position that the Rhodes Scholarships will better fulfill Rhodes' desire if they trust to the individual initiative of the best men they can select than would be the case if they tried to mark out in advance the tasks which these men should perform.

It is quite clear, however, that Rhodes expected that a large proportion of his scholars would turn naturally to governmental tasks. Conditions in South Africa at the end of the 19th and the beginning of the 20th century closely resembled those in the United States a century earlier. It is safe to say that if the Rhodes Scholarships had been in existence at that time American Rhodes Scholars would have turned in much larger numbers to government service and political careers. In those days the most important questions before the country were political and the most difficult and most important work to be done lay in that field.

This was not true of the first decades of the 20th century. Before the First World War a correspondingly small proportion of American college graduates entered political careers for the reason that the most important questions confronting the American people were not political. Such fields as law, business, and education offered wider possibilities.

Even the First World War, which brought upon Europe so long a train of calamities, left the United States at first comparatively untouched. As a country we hid our head in the sand, we returned to normalcy, we enjoyed the era of Coolidge prosperity, and it was not until the 1930's, when we experienced the great depression and when the menace to our economic and political order of communism on the one hand and fascism on the other, began to be realized, it was not until we had lived for some years under the New Deal and had begun to see how new it was and how different from anything we had ever known before, that the country began gradually to wake up to the importance of political and economic questions in the national and international sphere.

In a recent volume Walter Lippmann makes a penetrating comment on the private character of American life in the 19th century. "Public life in the United States," he says, "has been dormant for nearly a century and private life has been intense and all-absorbing. The rewards of a private career have been tremendous; since the Civil War the issues of public life have been so secondary that Americans have not had to take seriously the public life of a citizen. The duties of the citizen came to seem very nearly

irrelevant to the career of the individual." The result was, as Lippmann said, that the best and most highly trained men tended to avoid the government service. What was true of American college graduates was likewise true of Rhodes Scholars in the early years of the present century. As Lippmann well says: "Public life became the special province of professional politicians and of professional reformers. The ablest men rarely ventured to set foot within it. Private business was the predominant interest of the people. Public affairs were an outlying province, eccentric to the chief concern of American life."⁶

What Lippmann calls the Age of Innocence has now ended and political questions have, and are felt to have, an importance in the United States today that they have never had since the Civil War. Democracy can no longer be taken for granted but must be justified and defended, above all must be made to work. The New Deal has raised more questions than it has answered. Above all, it has threatened to take the problems of the relations between capital and labor, the regulation of industry, the relief of the aged and the unemployed, out of the economic sphere into the sphere of politics.

More important still is the international problem. Fascism put democracy on the defensive in Europe and in South America, and plunged the world again into war which was more terrible than ever before because of the remarkable development of scientific weapons of warfare which has taken place since 1918. The security which we enjoyed from 1815 until 1914 because of the fact that the

⁶ Walter Lippmann, *U.S. War Aims*, Boston, 1944, pp. 204 and 206.

British fleet patrolled the seas and because the interests of Great Britain were peace and free trade, can never be ours again unless we do our share in maintaining it.

The result of all these developments is to give political problems in the widest sense, national and international, an importance which they have never had before in the memory of the oldest American. And it is interesting to note that along with these developments we have an increasing number of Rhodes Scholars entering government service and political life. Of all the Rhodes men following such careers, four times as many entered upon them since 1930 as did so before 1918. Furthermore, a considerable number of Rhodes Scholars in colleges and universities and in business and professional life are taking more and more part in public affairs and are writing and speaking on the economic and political problems confronting the United States. Many have been called upon for work in connection with the New Deal, or have become active in such organizations as the Foreign Policy Association, the Council on Foreign Relations, and the various peace societies. All signs point to a very much larger representation of Rhodes Scholars in governmental careers in the future.

The trend toward government service in the American Rhodes Scholar group was well under way for a decade before Pearl Harbor. Naturally it was very much accentuated by the entrance of the United States into the war. The contribution of American Rhodes Scholars to the war effort makes one of the brightest pages in their record. The story cannot be told in full until facts are compiled, but the broad outlines are already clear. There are fewer than 350

American Rhodes Scholars of military age. Of these more than 250 were enrolled in the armed forces of the United States, a record which could hardly be matched by any similar group. In addition, about 150 men have found places in various war agencies and others in private employment directly connected with the war effort. Several were war correspondents, or radio broadcasters from the war fronts. The confidential nature of the work done by some individuals makes it impossible to determine with accuracy in which group they should be placed. In any case, with the rapid changes of war time, it is inevitable that these figures should not be complete.

In addition, as I have noted in Chapter VI, below, an increasing number of Rhodes Scholars have made and are making significant contributions to the problem of the post-war settlement. Some occupy important public offices, some are members of scholarly research groups, others are engaged in writing and speaking on these topics. Taken all together their contribution to the formation of public opinion is impressive. The total contribution of Rhodes Scholars to such problems, however, goes much wider. A man could hardly spend three years at Oxford during the troubled first half of the 20th century without hearing constant discussion of international problems and without having been driven to think about these questions for himself. Such men upon their return, whatever their occupation, take part in ways which can never be traced to the formation of thoughtful public opinion on international problems. The Rhodes Scholars are not propagandists; they do not all hold the same opinions; they act as individuals, not as members

of an organized group; but their influence is all the more important on that account.

VIII

Certain general results of the Rhodes Scholarships in the United States are interesting, results partly due to action of the Rhodes Scholars as a body, partly to the public influence of the Scholarships. In the first category may be placed the improvement in the selection of men who go to Oxford under the scheme. In 1918 the responsibility for making these selections was delegated by the Rhodes Trustees to the former Rhodes Scholars living in the United States. I have already indicated the remarkable nature of the improvement thus brought about. This achievement, which is of fundamental importance, is essentially the result of joint action by members of the group throughout the country.

Similar in nature is the contribution which the former Scholars have made to the solution of problems of American education, which I have likewise already discussed. In the same category might be placed the establishment of the George Eastman Visiting Professorship to the University of Oxford, under an endowment given by George Eastman, in order to bring to Oxford year by year leading American Scholars in various subjects, and to bring to the United States whatever of value they may find in the experience. The endowment was given to the Association of American Rhodes Scholars and is invested by the Bank of Manhattan, acting as trustee. The board of electors of the professorship consists of two men appointed by the Association of Amer-

ican Rhodes Scholars, two appointed by the Hebdomadal Council of the University of Oxford, with the Vice-Chancellor as Chairman.⁷

The Eastman Professorship makes a link between Oxford and American universities on the professorial level. It is definitely a result of the operation of the Rhodes Scholarship scheme. There are two other appointments corresponding roughly to it: the first is the Rhodes Memorial Lecture-ship at Oxford which has been filled in different years by two Americans, Dr. Abraham Flexner, then a member of the General Education Board, now Director Emeritus of the Institute for Advanced Study at Princeton, and Dr. E. P. Hubble of the Mt. Wilson Observatory, himself a former Rhodes Scholar. The second is the Rhodes Travelling Fellowship for Oxford Dons, designed to give college fellows and university professors at Oxford some idea of educational conditions in the different countries of the world from which Rhodes Scholars come. Under this appointment about a dozen Oxford teachers have visited different institutions in the United States.

Perhaps the most satisfactory of all the indirect results of the Rhodes Scholarships is the fact that the international value of the scheme has been felt strongly enough in this country to induce American foundations and wealthy indi-

⁷ The list of Eastman Professors is a distinguished one: those who have so far been appointed are Professor John Livingston Lowes of Harvard, Professor Wesley Mitchell of Columbia, Professor Arthur H. Compton of Chicago, Justice Felix Frankfurter of the Supreme Court, Professor H. C. Jennings of Johns Hopkins, Dr. Simon Flexner of the Rockefeller Institute, Professor Tenney Frank of Johns Hopkins, Professor Joseph Chamberlain of Columbia, Professor C. H. McIlwain of Harvard, and Professor Benjamin D. Meritt of the Institute for Advanced Study.

viduals to establish reciprocating fellowships, bringing English students to study in American universities.

The idea of such a reciprocation of the Rhodes Scholarships had been in my mind for many years before 1918, and soon after the end of the last war, I began active work in the formation of a plan. I had drawn up a tentative scheme in my journeys around the United States and showed it to university presidents and deans, and later had the opportunity of discussing it with the executive committees of most of our national educational associations. I discussed it likewise with certain of the leading educational authorities in Canada and with a long list of university professors and public men in England, Scotland, and Ireland. As a result of all these discussions and criticisms the first tentative plan was greatly improved until in my own opinion and that of my advisers it was in workable shape. It only remained to find some individual or foundation to endow it.

For several years all my efforts in this direction proved fruitless. Then in a lucky moment I received a visit in Swarthmore from Dr. Max Farrand, the secretary of the Commonwealth Fund, who told me that Mr. Harkness and the Prince of Wales had been discussing the project of just such a system of fellowships and had called upon him (Dr. Farrand) to draw up a suitable plan. Naturally I was overjoyed to hand over to Dr. Farrand the results of my inquiries, and with only minor changes the plan which was the result of so much discussion was put into operation.⁸

⁸ cf. Dr. Max Farrand, "The Commonwealth Fund Fellowships," in *Educational Record*, July 1925, and Oscar N. Solbert, "Continuing the Rhodes Scholar Idea," in *World's Work*, July 1926.

The Commonwealth Fellowships have been admirably administered and have already made a distinguished success. The fellowships are destined, one may hope, to have a long and useful period of activity when the end of the Second World War makes it again possible for them to be resumed. However great has been their usefulness during the last twenty years, one may confidently predict that during the next twenty years it will be greater.

There are several other foundations with a similar purpose of bringing English students to study in American universities. Among them are the Davison Fellowships, the Choate Fellowship to the Harvard Law School, the Procter Fellowships at Princeton, the Riggs Fellowships at the University of Michigan, and the Henry Fellowships to Harvard and Yale. In normal times more Englishmen are now brought each year to study in American universities than there are American Rhodes Scholars going to Oxford. It is interesting to note that several American Rhodes Scholars will be found employed in the administration of these various schemes.

Another striking result of the Rhodes Scholarships is the establishment of American Foundations with a similar purpose—to offer American students and scholars the opportunity to study abroad. The most important of these is the John Simon Guggenheim Memorial Foundation. When Mr. C. A. Wilson, himself a former Rhodes Scholar, came to see me in 1924 as an emissary from Senator Guggenheim, he asked me to suggest a plan for the foundation the Senator proposed to establish. He had the Rhodes Scholarships very much in mind. As I studied the matter, however, and took

advice from scholars all over the United States, it became clear to me that the greatest gap of the American system of scholarships and fellowships lay in the absence of any provision for advanced study for men and women who had completed the ordinary undergraduate and post-graduate degrees, who were actively engaged in teaching, and who needed support for advanced research. The foundation was accordingly organized to meet the needs of these individuals. It is, however, a direct outgrowth of the Rhodes Scholarships.

The Guggenheim Fellowships offer opportunities to older and more mature scholars, artists, and musicians who have already demonstrated their capacity for independent work. The fellowships were in 1930 extended to certain countries in Latin America and in 1940 to Canada. When the Guggenheim Fellowships were established in 1925, there were comparatively few opportunities of this nature for mature men and women. The keenness of the competition for the fellowships at the present day and the quality of the work done by the fellows show how great was the need they were designed to meet.

Other systems of international fellowships open to Americans, all owing something to the Rhodes example, are the Henry Fellowships to Oxford and Cambridge, the C.R.B. Fellowships to Belgium, the American Field Service Fellowship to French universities, and the fellowship offered by the American-Scandinavian Foundation. In addition there are the fellowships for international study offered by the Rockefeller Foundation, varying in number and plan from time to time, from England to the United States,

from the United States to various European countries, and from one European or South American country to another. When the Rhodes Scholarships were founded stipends for study in a foreign country were limited to a few traveling fellowships offered by certain American universities and colleges to their own graduates. Now the number of these appointments is very large and there can be no doubt that most of them owe something to the successful working of the American Rhodes Scholarships.

This in outline is the story of the men who have been called by Cecil Rhodes during the last forty years from their homes and their universities in the United States to study together at Oxford and who have gone back to their homelands to realize in their own careers whatever part of Rhodes' dream they may have made their own. We must reserve for a final chapter the discussion of the question as to what this vision has meant to them and what they have contributed toward its realization.

Chapter Six AMERICAN RHODES SCHOLARS AND THE VISION OF CECIL RHODES

IN founding his system of scholarships Rhodes hoped to realize the great purpose of his life—the unity of the English-speaking peoples and the formation with Germany of so great a power as to make war impossible. He saw what generations of idealistic thinkers had seen before him and what two world wars have now taught the rest of mankind, the necessity of substituting law and order for the chaos of anarchy and force which has during the long history of the human race characterized relations between nations.

No Rhodes Scholar is committed by the terms of his appointment to belief in Rhodes' vision or to any activity in the direction of its realization. What he may think about it, whether he shall do or say anything in support of it, and what he may do or say, is left entirely to him. To men for whom this vision had no appeal I think Rhodes would have said, in the words of Ruskin's Inaugural Address: "You think that an impossible ideal. Be it so; refuse to accept it if you will, but see that you form your own in its stead. All that I ask of you is to have a fixed purpose of some kind for your country and yourselves; no matter how restricted so that it be fixed and unselfish."

It was Rhodes' belief that if a group of young men of a certain high range of character and ability were brought to Oxford from all the countries of the English-speaking world, were educated there together, and then went back to their various countries to follow the careers they had chosen, some result in line with his vision would eventually follow.

If it does not, it may be either the fault of the men selected or the result of some defect in their Oxford training, or it may be because Rhodes' vision was not a true one and that progress lies in some other direction. The Rhodes Scholarships are a test of the men who accept them: they are also a test of the vision of Cecil Rhodes.

There is still a third possibility. It may be that Rhodes was right in thinking that cooperation of the English-speaking countries would be the best means of ending this scourge of war and anarchy, which if it is not ended will destroy civilization. It may be that the best of his Scholars have in the past and will in the future accept, of their own free will, the dream he dreamed of a better world, and do all in their power to bring it about. They may do all that such a group of men can do and yet it may be that the forces of destruction are too strong and that our present civilization is fated to commit suicide as other civilizations have done in the past, that we are living now in some great downward cycle beyond human power to arrest and that the most farsighted dreamers and idealists and the ablest practical men, do what they will, can only perish in resistance: it may be that Rhodes lived a century too late, or that Hitler came a century too soon.

No such gloomy speculation troubled the mind of Rhodes. He was patient with the patience of great faith; in one note which he left he speaks of union with America and universal peace "after one hundred years." In another place he says, of a further extension of this vision to the less civilized parts of the world, "it is impossible for one human atom to complete anything, much less such an idea as this

requiring the devotion of the best souls of the next two hundred years."

Have the union of the English-speaking peoples and the reign of the Anglo-Saxon conceptions of law and order and peace in the international sphere been brought appreciably nearer by the Scholarships? Was the dream of Cecil Rhodes one that can or should be realized? Of the value of the Scholarships to individuals and of the success of the individuals who have held them there can be no doubt. Have they had in addition an effect on the great public questions which filled the mind of Rhodes and which fill the minds of all thinking men today?

It is fair to ask that question now. It is true that the Rhodes Scholars are not yet at their maximum: there are at present about 1,000 former Rhodes Scholars in the United States; ten years hence this number will have risen to about 1,400 or 1,500; after about 1955 it may be expected that the older men will die as fast as younger men are appointed, so that the number will stabilize itself at about 1,500. This is half again as many as at present, though the influence of the group will probably be greater than that fraction suggests because of the relatively larger number who will have reached the summit of their careers. Whatever the Rhodes Scholars count for now, we may expect that they will count for twice as much in another ten years.

The answer to our question, so far as the United States is concerned, must lie in the account which I have tried to give in the preceding chapter of the contribution which Rhodes Scholars are making to American life and thought. If Rhodes had expected anything in the nature of a revolu-

tion in foreign policy in the United States or the British Dominions as a result of giving one Scholarship, roughly speaking, to each 100,000 people, it is obvious that he would have been doomed to disappointment. There is no reason to think that Rhodes cherished any such idea. He sought to create not a revolution but an influence. The influence he sought was, furthermore, one which would serve the highest interests of the countries to which his scholarships were given. His aims were peace and justice and democracy. The influence of the Rhodes Scholarships depends more than anything else upon the question whether these fundamental beliefs which were cherished by Rhodes and which are instinct in the atmosphere of Oxford do or do not run parallel to the development of national and international life in the 20th century. No single individual and no small group of individuals can control the great tides of public opinion which in this generation determine the future of us all. Cecil Rhodes gave his fortune to the development of a few members of each new generation. Whether or not he succeeded and what may be the significance of his success only the future can determine.

Meanwhile, it seems to me safe to say that if Rhodes were living now he would not be discouraged by the present achievement and future prospects. "As I think of the Scholars whom I have known," says Sir Francis Wylie, "all those who came to Oxford between 1903 and 1931—and of the work that I know them to be doing, in one walk of life or another, throughout the British Dominions and the United States—what stands out in my mind is the number of them who are today in positions that matter, and who themselves

obviously *count*. That is something which one can see and assess. In what direction, and in what spirit, they are exercising the influence that is now theirs is something less open to the eye. One can hardly get beyond an impression—a private opinion. Mine (only I should prefer to call it a conviction) is that, by and large, Rhodes is well justified of his Scholars.”¹

The result of Rhodes' vision has been to create a group of men who have made and are making for themselves an important place in American life. No one can predict, much less control, the direction in which they will use their influence, but one can predict that in their various occupations they will leave a mark, and that in the discharge of what are, broadly interpreted, public duties. The Rhodes Scholar is rare who, whatever his occupation and his position in life, is not interested in some cause higher than mere personal success. They have as a group not amassed wealth but they have given generous service to their professions, their communities, and to causes in which they believe.

Rhodes, I think, would have been satisfied with that. What he sought to bring about was the existence of a group of men in the United States and the British Dominions, and in Germany, who had certain qualities of intellect, character, and personality, and who had lived a common life together at Oxford. He did not wish to weaken the allegiance of any of these men to the country of his birth, and he made no attempt to convert them to any set beliefs. There was in his mind no desire to organize anything in the nature of propaganda. The University of Oxford, with its decentrali-

¹ *American Oxonian*, January 1945, p. 5.



DR. C. K. ALLEN

zation by colleges, with its hatred of regimentation, its sturdy independence and its long established toleration of the widest freedom of thought and discussion, would have been the last place in the world to lend itself to any such design.

The Rhodes Scholar will hear at Oxford very little discussion of the ideals of Cecil Rhodes, no talk about hands across the sea. He will find himself in an atmosphere which is friendly but at the same time critical, and above all undemonstrative. His English friends will be as quick to criticize the acts of an American or Dominion government as they are to condemn what they do not agree with in their own. He will live among men who think for themselves, say what they think, and expect him to do the same. The very air he breathes is a disinfectant against germs of propaganda. The intellectual character of the University of Oxford is above all fair, courageous, critical, and free.

Rhodes was content to leave the realization of his vision of the unity of the English peoples to become a by-product rather than a direct result of the Scholarships which he founded. In so doing he was wise. No other procedure would be possible in the University of Oxford and no other program would attract scholars of the high quality he desired. The first responsibility of a Rhodes Scholar is to acquit himself creditably in Oxford studies and in Oxford life. His next responsibility is to make a success in his chosen career back home. What he shall do beyond that is a matter of his own free choice, a product of his own character and public spirit and of the influences under which he has been educated.

Rhodes' plan was as broad and as daring as the spirit of the university which he chose for its center. He founded his scholarships in the faith that if men of the type he wanted were brought together in such a place they would think about these problems of international government, and discuss them, and in their after careers be a force toward bringing about some better plan of peace and order in the relations between the nations, and that this plan would have as its basis the Anglo-Saxon conceptions of justice and liberty and peace.

Rhodes saw what all the leading thinkers of the world began to see a quarter of a century later, that the central problem of the modern world is peace, and that peace can be obtained only by providing some means of securing justice between nations without resort to war. He saw that unrestricted national rivalry, with all its machinery of armies and tariffs, would destroy civilization unless it were controlled by some international authority strong enough to substitute for international anarchy the reign of law and order and justice.

Rhodes Scholars in all walks of life have shown a lively concern with this problem. By resolutions in Congress, by a long series of books and articles and speeches they have done their part to bring it home to the American people. They have taken a prominent part in the work of such organizations as the Council on Foreign Relations, the National Policy Committee, the League of Nations Association, Union Now, the United Nations Association, the Commission for the Study of the Organization of Peace, the Universities Committee on Post-War International

Problems, the Institute of Pacific Relations, the World Peace Foundation, and the research group attached to the State Department. A considerable number are widely known as experts in international relations. They have taken positions of leadership in the study of the problem of international organization and in practical work with the aim of securing the cooperation of the United States in maintaining peace and order in the world by international action. Interest in the problem is well nigh universal among American Rhodes Scholars, and hundreds of men in various occupations are active in different communities in writing and speaking on such questions. There is not and should not be any organized political action by Rhodes Scholars as a group. Men work as individuals. No statistical account of their joint effort is possible, but the sum total is important.

In such ways are Rhodes Scholars doing their part to realize in some form the dream of Rhodes for a peaceful and orderly world. It would have been a matter of pride to Rhodes to know so many of his Scholars are taking a part in this high argument, that his bounty has gone to men who are not merely accomplishing tangible things in the present but are also dreaming great dreams for the future.

More fundamental still is the varied, quiet, unregimented, continuing influence of men scattered through all occupations and through all parts of the country. As individuals they are remarkably successful. They are at the same time men of public spirit who tend to look beyond individual success to the service of the public welfare. Their experience has given them some glimpse of the way in which the deepest interests of the United States are bound

by cultural, economic and political ties with the welfare of other countries.

The American Rhodes Scholars have in forty years made for themselves a secure position in American life. As individuals we may expect that they will continue generation by generation to exert an influence which, whatever it may be, will show the mettle of their pasture. They will think for themselves; they will probably never be united in support of any definite political program. But they may be counted on to bring intelligence and public spirit and the memory of a unique educational experience to bear upon the consideration of national and international problems.

Meanwhile during the forty-odd years since Rhodes' death greater forces than any that he could set in motion are bringing about the unity of the English-speaking peoples of the world. In the two world wars soldiers from the United States, Great Britain and the British Dominions have fought side by side in defense of the basic ideals of democracy. They have twice been united in war and it is only sober truth to say that the greatest question before the world today is whether they can remain united in the maintenance of peace. Not merely Rhodes Scholars but all forward-looking men are today working and praying for the continuance of that union. There are great difficulties in the way, one of the greatest of which Rhodes foresaw—the traditional American tariff policy. No one can be too sanguine about the result, but certainly at no time since Rhodes' death is there less cause for despair. If all the far-flung nations of the English-speaking world remain united in



MRS. C. K. ALLEN



support of a new international order in which force will be the servant of law, they will bring to reality, in ways which he could not have foreseen, the Vision of Cecil Rhodes.

Appendices

I. TRUSTEES AND OFFICERS OF THE RHODES TRUST

ORIGINAL TRUSTEES

Appointed by will dated 1st July 1899

The Rt. Hon. The Earl of Rosebery, K.G., K.T.	Resigned 7 May 1917
The Rt. Hon. The Earl Grey, G.C.B.	Died 29 Aug. 1917
Alfred Beit	Died 16 July 1906
(W. T. Stead, Revoked by Codicil dated January 1901)	
The Hon. Sir Lewis Michell, C.V.O.	Resigned 30 Sept. 1917
Bourchier Hawksley	Died 22 Dec. 1915

Appointed by codicil dated 11th October 1901

The Rt. Hon. Viscount Milner, G.C.B.	Died 13 May 1925
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Appointed by codicil dated 12th March 1902

Sir Leander Starr Jameson, Bart.	Died 26 Nov. 1917
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ELECTED 1917-1925

Sir Otto Beit, Bart., K.C.M.G.	1917-1930
The Lord Lovat, K.T., G.C.V.O.	1917-1933
Rudyard Kipling	1917-1925
Geoffrey Dawson	1925-1944
The Rt. Hon. Viscount Hailsham	1925-1929
The Rt. Hon. H. A. L. Fisher, O.M.	1925-1940

APPENDIX I
PRESENT TRUSTEES

The Rt. Hon. L. S. Amery, C.H.	1919-
The Rt. Hon. The Earl Baldwin of Bewdley, K.G.	1925-
Sir Edward Peacock, G.C.V.O.	1925-
Sir R. Sothern Holland, Bart.	1932-
The Very Rev. John Lowe, Dean of Christ Church	1940-
George Thomas Hutchinson	1940-
The Rt. Hon. Lord Hailey, G.C.S.I., G.C.M.G., G.C.I.E.	1941-

FORMER SECRETARIES TO THE
RHODES TRUSTEES

C. W. Boyd	1902-1908
Douglas Brodie (Acting)	1902-1905
Mrs. Dorothea Mavor, now Lady Butterfield (Acting)	1908-1916
T. L. Gilmour	1916-1919
Geoffrey Dawson	1919-1922
Sir Edward Grigg, K.C.M.G., K.C.V.O., D.S.O., M.C. (now Lord Altrincham)	1921-1925
The Rt. Hon. The Marquess of Lothian, K.T., C.H.	1925-1939
Sir George Parkin, Organizing Secretary	1902-1920
Sir Francis Wylie, K.B.E., Oxford Secretary	1903-1931
J. M. Macdonnell, K.C., M.P., Canada	1921-1935
J. W. Joynt, New Zealand	1904-1910
B. Hector, New Zealand	1911-1914
E. T. Norris, New Zealand	1915-1936

TRUSTEES AND OFFICERS

PRESENT SECRETARIES

The Rt. Hon. Lord Elton 1939-
Dr. C. K. Allen, K.C., M.C.,
F.B.A., J.P., Oxford Secretary
and Warden of Rhodes House 1930-

TRUSTEES AND OFFICERS

Local General Secretaries

Australia: Dr. J. C. V. Behan 1921-
Canada: D. R. Michener, K.C.,
M.L.A. 1935-
New Zealand: I. F. MacKenzie
Newfoundland: The Secretary of the
Council of Higher Education
South Africa: Lt. Col. P. T. Lewis,
K.C., O.B.E., M.C.
(Acting Secretary 1945-
A. H. Gie) 1921-
Rhodesia: The Director of
Education, Salisbury
Bermuda: The Colonial Secretary
Jamaica: The Secretary of the
Jamaica Schools Commission
Malta: Secretary to H.E. the
Governor
East Africa: The Director of
Education, Nairobi

Secretary for United States of America
Dr. Frank Aydelotte 1918-

II. DISTRIBUTION OF RHODES SCHOLARS BY AMERICAN COLLEGES AND UNIVERSITIES

University of Alabama	10	Central College (Missouri)	1
Albion College	1	Centre College (Kentucky)	3
Amherst College	3	Charleston College (South Carolina)	4
University of Arizona	15	University of Chattanooga	1
University of Arkansas	7	University of Chicago	10
Augustana College	1	University of Cincinnati	4
Austin College	2	Coe College	1
Baker University	4	Colby College	4
Bates College	5	Colgate University	1
Baylor University	4	College of the City of New York	1
Bell Buckle University	1	Colorado College	5
Beloit College	2	University of Colorado	11
Bethany College (Kansas)	1	Columbia University	2
Birmingham College	1	Cornell College (Iowa)	2
Birmingham-Southern Col- lege	3	Cornell University	10
Bowdoin College	12	Cotner College (Nebraska)	1
Brigham Young University	1	Creighton University	1
Brown University*	22		
California Institute of Tech- nology	4	Dakota Wesleyan University	1
University of California	13	Dartmouth College	20
University of California at Los Angeles	1	Davidson College	7
Calvin College	1	University of Delaware	6
Carleton College	6	Denison University ¹	1
		University of Denver	4
		DePauw University	1

* One Scholar-elect did not take up his Scholarship.

¹ John E. F. Wood, A.B. Denison University, accredited to University of West Virginia, which he attended two years.

DISTRIBUTION BY AMERICAN COLLEGES

Dickinson College	3	Hendrix College	3
Drake University	3	Hiram College	2
Duke University (including Trinity)	6	Hobart College	2
		Hope College	2
		Howard College	4
Earlham College	2	Huron College	2
Emory College	7		
Emory and Henry College	1	University of Idaho	18
Emporia College	2	University of Illinois	4
		Illinois Wesleyan University	1
Florida State College	1	Indiana University	5
University of Florida	8	Iowa State College	1
Franklin College	1	Iowa State Teachers College	1
Franklin and Marshall College	2	State University of Iowa ²	7
Furman University	1		
Georgetown College (Ken- tucky)	5	James Millikin University	1
University of Georgia	13	Jamestown College (North Dakota)	1
Gettysburg College	2	Johns Hopkins University	7
Grand Island College	1		
Grinnell College	6	Kansas Agricultural College	2
		University of Kansas	8
Hamilton College	4	University of Kentucky	7
Hamline University	4	Kenyon College	2
Hanover College (Indiana)	1	King Fisher College (Oklah- oma)	3
Harvard University	46	Knox College	2
Hastings College (Nebraska)	1		
Haverford College	11	Lafayette College	1
Henderson-Brown College	1	Lawrence College	3
		Lehigh University	4
		Linfield College	1

² *Carl W. Strom*, A.B. Luther College, accredited to University of Iowa where he took M.A.

APPENDIX II

Louisiana State University	9	University of Nevada	15
University of Louisiana*	1	New Mexico A. and M.	
University of Louisville	1	College	3
Luther College (Iowa) ²	2	University of New Mexico	10
		New York University	2
		University of North Caro-	
Macalester College	1	lina	10
University of Maine	2	University of North Dakota	9
Marshall College	1	Northwestern University	4
Massachusetts Institute of		University of Notre Dame	1
Technology	4		
McKendrie College	2	Oberlin College	5
McMinnville College	1	Occidental College	4
Mercer University	2	Ohio State University	3
Miami University	2	Ohio Wesleyan University	3
Michigan Agricultural Col-		University of Oklahoma ³	14
lege	2	Olivet College	1
University of Michigan	17	University of Oregon	12
Middlebury College	9		
Millsaps College (Missis-		Park College	1
sippi)	2	University of Pennsylvania	10
Milton College	1	Phillips University*	2
University of Minnesota*	14	Pomona College	3
Mississippi A. and M. Col-		Presbyterian College of	
lege	1	South Carolina	1
University of Mississippi	13	Princeton University	61
University of Missouri	14	Purdue University	1
Montana State College	4		
University of Montana	10	Randolph-Macon College	1
		Reed College	11
University of Nebraska	12	Rice Institute	1
Nebraska Wesleyan Uni-		University of Richmond	3
versity	1		

³ Willmoore Kendall, Jr., B.A. University of Oklahoma, accredited to Northwestern where he took an M.A.

DISTRIBUTION BY AMERICAN COLLEGES

Ripon College	1	University of Texas	11
Roanoke College	1	Transylvania College	1
University of Rochester	1	Trinity College (Connecticut)	2
Rollins College	2		
Rutgers University	5	Tulane University	7
St. Charles College	1	United States Military Academy	
St. Ignatius College	1		13
St. John's College	2	United States Naval Academy	
St. Joseph's College*	1		7
St. Olaf's College	2	Utah State Agricultural College	
Sioux Falls College	1		5
University of the South	7	University of Utah	14
University of South Carolina	6		
University of South Dakota	2	Vanderbilt University	13
University of Southern California	3	University of Vermont	10
Southern Methodist University (Texas)	3	Virginia Military Institute	3
Southwestern (Tennessee)	2	University of Virginia*	26
Southwestern (Texas)	2		
Southwestern College (Kansas)	1	Wabash College	4
Southwestern State Normal (Oklahoma)	1	Wake Forest College	2
Stanford University	10	Washburn College	2
Stetson University	2	Washington and Jefferson College	1
Swarthmore College	10	Washington and Lee University	
			5
University of Tennessee*	4	Washington State College	5
Texas A. and M. College	1	Washington University*	9
Texas Technological College	1	University of Washington	15
		Wesleyan University (Connecticut)	
			6
		Western Reserve University	5

* *P. A. Gibson*, B.A. University of Virginia, accredited to Harvard University which he attended three years.

APPENDIX II

Westminster College	1	University of Wisconsin	15
University of West Virginia	11	Wofford College	3
West Virginia Wesleyan Col- lege	1	Wooster College	2
Whitman College ⁵	4	Worcester Polytechnic Insti- tute	1
Whitworth College	1	University of Wyoming*	14
Willamette University	2		
William Jewell College (Missouri)	1	Yale University*	43
Williams College	13	Yankton College (including 3 from Fargo)	9

⁵ R. B. Brode, B.S. Whitman College, accredited to California Institute of Technology where he received his Ph.D.

III. DISTRIBUTION
OF AMERICAN RHODES SCHOLARS
BY OXFORD COLLEGES

COLLEGE	NO. AM.
	R.S.
Balliol	93
Brasenose	50
Christ Church	101
Corpus Christi	8
Exeter	88
Hertford	61
Jesus	30
Keble	7
Lincoln	74
Magdalen	37
Merton	91
New College	46
Oriel	70
Pembroke	53
Queen's	59
St. Catherine's	3
St. Edmund Hall	11
St. Peter's Hall	2
St. John's	68
Trinity	37
University	23
Wadham	58
Worcester	35
<hr/>	
	1,106
Deceased before going to	
Oxford	6
Did not take up Scholar-	
ship	14
<hr/>	
	1,126

IV. RECORD OF RHODES SCHOLARS FROM THE UNITED STATES
AND THE BRITISH DOMINIONS IN OXFORD EXAMINATIONS

DOMINIONS: 1903-1937 *inclusive*

By year of election

TOTAL NO. OF SCHOLARS	NO. WHO TOOK F.H.S. OR B.C.L.	1ST CLASS	2ND CLASS	1ST & 2ND COMBINED		3RD CLASS	4TH CLASS	FAILURES
				19.61	1.50			
Canada	293	265	15.88	60.00	75.88	19.61	1.50	3.01
Australia	200	155	32.90	51.61	84.51	11.61	3.23	.65
New Zealand	46	38	34.21	50.00	84.21	13.16	2.63	—
South Africa	247	193	9.33	48.70	58.03	30.57	6.22	5.18
Rhodesia	87	65	3.08	47.69	50.77	36.92	7.69	4.62
East Africa	2	1	—	100.00	100.00	—	—	—
Bermuda	28	17	—	29.41	29.41	47.05	11.77	11.77
Jamaica	32	27	—	37.04	37.04	40.74	11.11	11.11
Newfoundland	34	29	10.34	44.83	55.17	34.48	3.45	6.90
Malta	6	5	—	20.00	20.00	80.00	—	—
5 Dominions Scholars went down before taking Schools								

U.S.A.: 1904-1937
inclusive

1904-1930
inclusive

1931-1937
inclusive

1931-1937
inclusive

7 U.S.A. Scholars went down before taking Schools

4.16

50.18

14.99

14.55

17.9

3.54

4.07

.56

19.85

8.56

1.68

4.85

4.07

.56

V. AMERICAN RHODES SCHOLARS BY
OCCUPATIONS: TABULATION¹

Education (including Educational Administration)	389
Law (including 19 Professors in Law Schools)	236
Business	141
Government Service	74
Medicine (including 16 Professors in Medical Schools)	55
Journalists, Writers, Broadcasters	53
Students	43
Research	36
Religion	35
Other Occupations	50

	1,112
Rhodes Scholars duly elected, who did not take up scholarship	14

TOTAL	1,126

¹ In the case of Rhodes Scholars temporarily in military or civilian war service, listing has been made according to their peace-time occupations.

VI. ALPHABETICAL LIST OF AMERICAN RHODES SCHOLARS

THE alphabetical list which follows includes all Americans who have held Rhodes Scholarships since the beginning in 1904. It gives for each man the state from which he was elected, his Oxford College and the year for which he was appointed. It includes also his occupation and the position which he holds at present or held immediately before the war. No attempt is made here to compile a record of war service. Over 250 Rhodes Scholars have been included in the armed forces of the United States and another 150 in civilian war agencies. At the appropriate time a war service record will be published by the Rhodes Trustees. But for the purposes of this book it seems more significant to list the peacetime occupations of Rhodes Scholars and accordingly for those in military service or civilian war work I have given the occupation and position filled by them immediately before the outbreak of the war.

The names of Scholars now deceased have been marked by a star. One thousand, one hundred twenty-six Rhodes Scholars have been appointed from the United States since 1904. Fourteen of these failed to take up their Scholarships. A few died in Oxford or shortly after their return. For them no occupations can be given. Despite these gaps, information is available concerning the careers of just over 1,100.

ABBOTT, C. D.	<i>Delaware and New College</i> , '24	Education
	Professor of English, University of Buffalo	
ABRAM, MORRIS B.	<i>Georgia and Pembroke</i> , '39	Student
ACKERSON, LUTON	<i>Oregon and St. John's</i> , '16	Education
	Professor of Psychology, New York University	
ADAMS, E. T.	<i>Texas and Worcester</i> , '11	Law
ADAMS, SAMUEL	<i>Arizona and Worcester</i> , '34	Education
	Phoenix Junior College	
*ADAMS, W. F.	<i>California and Oriel</i> , '21	Education
ADAMSON, F. M.	<i>South Dakota and Trinity</i> , '30	U.S. Navy

ALPHABETICAL LIST

AILES, E. H. <i>Michigan and Oriel</i> , '27.	Miller, Canfield, Paddock and Stone, Detroit, Mich.	Law
ALBERT, CARL B. <i>Oklahoma and St. Peter's</i> , '31	Ohio Oil Company, Marshall, Ill.	Law
ALBURN, CARY R. <i>Ohio and St. John's</i> , '05	Cleveland, Ohio	Law
ALEXANDER, LEIGH <i>New Jersey and Queen's</i> , '05	Professor of Classics, Oberlin	Education
ALLEN, N. B. <i>North Dakota and St. John's</i> , '23	Assoc. Prof. English, University of Delaware	Education
ALLENDOERFER, CARL B. <i>Pennsylvania and New College</i> , '32.	Assoc. Prof. Mathematics, Haverford	Education
AMACKER, D. M. <i>Louisiana and Oriel</i> , '17.	Professor of Political Science, Southwestern	Education
ANDERSON, D. B. <i>Georgia and Queen's</i> , '07		
ANDERSON, F. M. <i>Nevada and St. John's</i> , '29	Carson City, Nevada	Medicine
*ANDERSON, G. W., JR. <i>Virginia</i> , '16		
ANDERSON, R. W. <i>Minnesota and New College</i> , '18.	New York City	Research
ANDERSON, T. S. <i>New Hampshire and New College</i> , '23.	Professor of History, University of Iowa	Education
ARMS, H. S. <i>Idaho and Jesus</i> , '36.	Clarendon Laboratory, Oxford	Research
ARMSTRONG, E. MCP. <i>Maryland and Oriel</i> , '05	Medical Director, Mutual Life Insurance Company	Medicine
*ARMSTRONG, J. B. <i>New York and Merton</i> , '16		Business
ARNOLD, W. H., JR. <i>Arkansas and University</i> , '14.	Arnold and Arnold, Texarkana, Ark.	Law
ASHBY, S. R. <i>Texas and Merton</i> , '04.	Professor Emeritus of English, University of Maine	Education

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ASHWORTH, R. <i>Utah and Exeter</i> , '17		
AULT, W. O. <i>Kansas and Jesus</i> , '07. Professor of History, Boston University	Education	
AYDELOTTE, FRANK <i>Indiana and Brasenose</i> , '05 Director, Institute for Advanced Study	Education	
BABCOCK, R. S. <i>Illinois and Balliol</i> , '37. Instructor in History, Black Mountain College	Education	
BACHER, J. R. <i>North Dakota and St. John's</i> , '18 Professor of History and Dean, Wagner College	Education	
BAGLEY, CHARLES R. <i>North Carolina and St. John's</i> , '17. Professor of French, Dartmouth College	Education	
BAILEY, DANA K. <i>Arizona and Queen's</i> , '37	Astronomer	
BAILEY, STEPHEN K. <i>Ohio and University</i> , '37 Director of Admissions, Hiram College	Education	
BAINE, RODNEY M. <i>Mississippi and Merton</i> , '36 Instructor in English, University of Missouri	Education	
BAKER, B. M., JR. <i>Virginia and Balliol</i> , '23. Baltimore, Md.	Medicine	
BAKER, R. B. <i>Rhode Island and Christ Church</i> , '35. Editorial Staff, Providence <i>Journal</i>	Journalism	
*BAKER, R. F. <i>Michigan and Balliol</i> , '28		
BAKER, R. L., JR. <i>Kentucky and Corpus Christi</i> , '25. Director of Publication, National Industrial Conference Bd.	Journalism	
BALLARD, FREDERIC L., JR. <i>Pennsylvania and New College</i> , '39	Law	
BALLARD, MARSHALL, JR. <i>Louisiana and Brasenose</i> , '35. Tung Oil Plantations, Lumberton, Miss.	Business	
BALTZELL, E. R. <i>Indiana and Queen's</i> , '19 Davis, Baltzell and Sparks, Indianapolis	Law	

ALPHABETICAL LIST

BANE, CHARLES A. <i>Illinois and Queen's</i> , '35	Law
Sullivan and Cromwell, New York City	
BARBER, CHARLES F. <i>Illinois and Balliol</i> , '39	Student
*BARBOUR, W. T. <i>Michigan and Oriel</i> , '08	Law
Professor of Law, Columbia Law School	
BARKER, R. H. <i>California and Balliol</i> , '22. Instructor in English, Brooklyn College	Education
BARNARD, ROBERT C. <i>Oregon and Hertford</i> , '36	Law
Department of Justice	
BARNES, G. E. <i>Montana and Christ Church</i> , '04	Ministry
Pastor, Overbrook Presbyterian Church, Philadelphia	
BARNES, W. C. <i>Colorado and Lincoln</i> , '13. Whee- lock College, Boston	Education
BARNETT, ALLEN. <i>Kentucky and Exeter</i> , '11	Education
Professor of History, Woodberry Forest School	
BARNETT, ROBERT W. <i>North Carolina and Merton</i> , '34. Research Associate, Institute of Pacific Relations	Research
BARR, STRINGFELLOW <i>Virginia and Balliol</i> , '17	Education
President of St. John's College	
BARRON, BRYTON <i>South Dakota and Pembroke</i> , '18. Division of Research & Publication, Department of State	Govt. Service
*BARTON, A. K. <i>Maryland and Christ Church</i> , '16	Ministry
BATES, M. S. <i>Ohio and St. John's</i> , '16. Professor of History, University of Nanking	Education
BATES, ROBERT C. <i>Montana and Wadham</i> , '37	Govt. Service
Vice-Consul, Georgetown, British Guiana	
BATTLES, FORD L. <i>West Virginia and Exeter</i> , '38	Education
Teaching Fellow in English, University of West Va.	
BAUGH, R. H. <i>Alabama and Wadham</i> , '27. Monsanto Chemical Co., Cleveland	Business

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BEAN, ATHERTON. <i>Minnesota and Brasenose</i> , '32	Business
International Milling Co., Minneapolis	
BEARD, H. K. <i>North Dakota and Wadham</i> , '11	Music
Teacher of Piano, Voice and Musical Theory	
BEATY, E. E. <i>Tennessee and Pembroke</i> , '26. At- torney, Federal Land Bank, New Orleans	Law
BECKETT, R. C. <i>Mississippi and Pembroke</i> , '07	Law
Illinois Central Railway Co., Chicago	
BECKWITH, R. H. <i>Montana and Jesus</i> , '20. Pro- fessor of Geology, University of Wyoming	Education
*BEEBE, C. H. <i>Nevada and Jesus</i> , '11. Chemical Research	Research
BEER, S. H. <i>Michigan and Balliol</i> , '32. Instructor in Government, Harvard	Education
BEERS, N. R. <i>Missouri and Hertford</i> , '34. In- structor in Meteorology, U.S. Naval Academy	Education
BEIRNE, F. F. <i>Virginia and Merton</i> , '11. Asso- ciate Editor, <i>Evening Sun</i> , Baltimore	Journalism
BELL, CHARLES G. <i>Mississippi and Exeter</i> , '36	Education
Instructor in English, Princeton	
BELL, T. S. <i>New Mexico and Lincoln</i> , '05. Lum- ber Manufacturer, Pasadena	Business
BELSER, E. F. <i>South Carolina and Christ Church</i> , '11. Melton and Belser, Columbia, S.C.	Law
BELSHEIM, EDMUND O. <i>North Dakota and St. John's</i> , '27. Root, Clark, Buckner and Ballan- tine, New York City	Law
BENNETT, J. D. <i>Wyoming and Oriel</i> , '24. Pro- fessor of English, Olivet College	Education
BEVAN, R. H. <i>Rhode Island and Worcester</i> , '04 Providence, R.I.	Publicist
BEYER, LYNN. <i>Minnesota and Oriel</i> , '32. Assis- tant Professor of English, Lawrence College	Education
BEYER, R. CARLYLE <i>Minnesota and Trinity</i> , '37 University of Minnesota	Education

ALPHABETICAL LIST

BILLINGS, F. Tremain, Jr. <i>Pennsylvania and Balliol</i> , '36. Vanderbilt University Hospital	Medicine
BINNS, J. H. <i>Washington and Brasenose</i> , '16 Williamson, Binns and Cunningham, Tacoma, Wash.	Law
BISHOP, J. H. <i>Arkansas and Balliol</i> , '16. Culver Military Academy	Education
*BLACK, R. D., Jr. <i>New York and Magdalen</i> , '34	U.S. Army
BLACKBURN, WILLIAM <i>South Carolina and Hertford</i> , '23. Associate Professor of English, Duke University	Education
BLACKMAN, BERKELEY <i>Florida and Queen's</i> , '07 Principal Engineer, U.S. Division Engineer Office, Atlanta	Govt. Service
BLAKE, M. C. <i>New Hampshire and Magdalen</i> , '11. Headmaster, Private School	Education
BLAKE, R. E. <i>Tennessee and Exeter</i> , '08. Counsel and Director of various companies	Business
BLALOCK, S. H. <i>Washington and Christ Church</i> , '07. War Production Board	Govt. Service
*BLAND, W. J. <i>Ohio and Lincoln</i> , '10	Law
BLANSHARD, BRAND <i>Michigan and Merton</i> , '13 Professor of Philosophy, Yale	Education
*BLODGETT, R. E. <i>Missouri and Wadham</i> , '04	Law
BODINE, J. W. <i>Connecticut and Balliol</i> , '33 Drinker, Biddle and Reath, Philadelphia	Law
BOLICH, W. B. <i>North Carolina and Pembroke</i> , '21. Professor of Law, Duke University	Law
BOLLER, E. R. <i>Indiana and Jesus</i> , '26. Grasselli Chemical Co., Hudson, Ohio	Research
BOND, A. D. <i>Missouri and Christ Church</i> , '25 Vice-President, A. P. Green Fire Brick Co., Mexico, Mo.	Business
BONESTEEL, C. H., III <i>New York and Exeter</i> , '31	U.S. Army

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BOORSTIN, D. J. <i>Oklahoma and Balliol</i> , '34	Education
Assistant Professor of Legal History, University of Chicago	
BOOTH, E. T., JR. <i>Georgia and Christ Church</i> , '34. Physics Laboratory, Columbia University	Research
BOOTHE, A. L. <i>Virginia and Brasenose</i> , '29. Attorney, Alexandria, Va.	Law
BORSCH, R. A. <i>Illinois and Lincoln</i> , '25. Winston, Strawn and Shaw, Chicago	Law
BOSWORTH, B. M. <i>Vermont and Trinity</i> , '19 Bronxville, N.Y.	Medicine
BOSWORTH, WAYNE C. <i>Vermont and Trinity</i> , '13. Middlebury, Vermont	Law
BOWDEN, C. G. <i>Missouri and New College</i> , '14 Sales Manager, Northrup, King & Co., Boise	Business
BOWIE, C. C. <i>Iowa and Merton</i> , '22. San Benito, Texas	Law
BOWLER, H. R. <i>Oregon and St. John's</i> , '13. Secretary of Literature & Visualization, Northern Baptist Convention, New York City	Religious work
*BOYCE, J. I. <i>Delaware and Trinity</i> , '10	Law
BOYD, M. C. <i>Pennsylvania and Oriel</i> , '14. Teacher of Music	Music
*BRADLEY, HUGH <i>Alabama and Brasenose</i> , '24	Law
BRANDT, JOSEPH A. <i>Oklahoma and Lincoln</i> , '21 President, Henry Holt & Co., New York City	Publishing
BRANDT, R. P. <i>Missouri and Lincoln</i> , '18. Head, St. Louis Post-Dispatch Bureau, Washington	Journalism
*BRANHAM, W. H. <i>Kentucky and Queen's</i> , '05	Education
BRANSCOMB, HARVIE <i>Alabama and Wadham</i> , '14 Dean, Divinity School, Duke University	Education
BRAXTON, CARTER M. <i>Florida and Christ Church</i> , '24. Partner, Hammond, Harvey, Braxton Co., New York City	Law

ALPHABETICAL LIST

BREYFOGLE, W. A. <i>New Hampshire and Magdalén</i> , '28. Peterborough, Ontario, Canada	Author
BRICE, CHARLES S. <i>South Carolina and Lincoln</i> , '10. Judge Advocate General's Office, War Department	Law
BRINTON, CRANE <i>Massachusetts and New College</i> , '19. Professor of History, Harvard University	Education
BRISTOW, F. B. <i>Kansas and Merton</i> , '10. Fairfax, Va.	Law
BROCKWAY, T. P. <i>Oregon and Lincoln</i> , '22. Political Economy and History Dept., Bennington College	Education
BRODE, ROBERT B. <i>At-Large, Oriel</i> , '24. Professor of Physics, Univ. of California	Education
BRODIE, P. H. <i>Arkansas and Worcester</i> , '13. Master, Canterbury School	Education
BRONSON, B. H. <i>Michigan and Oriel</i> , '22. Associate Professor of English, Univ. of California	Education
BROOKE, C. F. TUCKER <i>West Virginia and St. John's</i> , '04. Professor of English, Yale	Education
BROOKE, WALLACE S. <i>Montana and Balliol</i> , '37	Medicine
BROOKS, CLEANTH <i>Louisiana and Exeter</i> , '29	Education
Professor of English Literature, Louisiana State Univ.	
BROOKS, R. P. <i>Georgia and Brasenose</i> , '04. Dean and Professor of Economics, University of Georgia	Education
BROOKS, R. R. R. <i>Connecticut and Worcester</i> , '26. Assistant Professor of Social Sciences, Williams College	Education
BROWN, ARTHUR A. <i>Maine and Brasenose</i> , '33. Research Assistant, L. Bamberger & Co.	Research
BROWN, CALVIN S., JR. <i>Mississippi and Merton</i> , '30. Associate Professor of English, University of Georgia	Education

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BROWN, F. K. <i>Washington and Exeter</i> , '19. Professor of English, St. John's College	Education
BROWN, FRANKLIN M. <i>California and University</i> , '36. Asst. Dean and Asst. Prof. of Law, Yale	Law
BROWN, GERALD L. <i>South Dakota and Brase-nose</i> , '38. Atcheson, Topeka and Santa Fe, Los Angeles	Law
BROWN, H. L., JR. <i>Ohio and Jesus</i> , '35. Cincinnati <i>Enquirer</i>	Journalism
BROWN, J. A. <i>New Hampshire and New College</i> Dean, American University of Beirut, Syria	Education
BROWN, M. A. <i>South Dakota and Worcester</i> , '08 Chamberlain, S.D. Atty. for District of South Dakota	Law
BROWN, R. M. <i>California and Oriel</i> , '32. Mc-Cutchen, Thomas, Matthew, Griffiths and Green	Law
BROWN, W. C. <i>Idaho and Exeter</i> , '27. Assoc. Prof. of English, University of Kansas City	Education
BROWN, WALTER L. <i>West Virginia and Christ Church</i> , '26. Vice-President & General Counsel, Western Electric Co., New York City	Law
BROWNELL, H. C. <i>Vermont and Oriel</i> , '10. Prof. of History, Lingnan University; Visiting Lecturer in History, Rhode Island State College	Education
BRUCE, H. L. <i>Texas and Worcester</i> , '13. Baker, Botts, Andrews and Wharton, Houston, Texas	Law
*BRUCE, L. M. <i>Nevada</i> , '23	
BRUCHHOLZ, HENRY V. <i>Minnesota and Hertford</i> , '13. Vice-President, First Natl. Bank of Minneapolis	Banking
BRYAN, HUGH M. <i>New Mexico and Hertford</i> , '10. U.S. Grazing Service, Salt Lake City	Govt. Service
BRYAN, W. S. <i>Georgia and Merton</i> , '10. Mutual Life Insurance Co. of N.Y., Atlanta, Ga.	Business

ALPHABETICAL LIST

BRYANT, F. S. <i>Nevada and Jesus</i> , '13. Director & Vice-President, Standard Oil Co. of California	Business
BRYANT, R. C. <i>Ohio and Pembroke</i> , '29. B. F. Goodrich Co., Akron	Research
BUCHANAN, S. M. <i>Massachusetts and Balliol</i> , '17 Dean, St. John's College, Annapolis	Education
BUCHHOLZ, F. W. <i>Florida and Pembroke</i> , '05 Supervising Principal, Gainesville (Fla.) Public Schools	Education
BUCK, P. W. <i>Idaho and Wadham</i> . Professor of Political Science, Stanford University	Education
BURGESS, R. W. <i>Rhode Island and Lincoln</i> , '08 Chief Economist, Western Electric Co.	Business
BURK, R. E. <i>Oklahoma and Merton</i> , '23. E. I. duPont de Nemours & Co.	Research
BURLINGAME, L. J. <i>Wisconsin and Oriel</i> , '19 Quarles, Spence and Quarles, Milwaukee	Law
BURNS, R. E. <i>Wyoming and Hertford</i> , '29. Patent Attorney, New York City	Law
BURRUS, J. D., Jr. <i>Wisconsin and Brasenose</i> , '27 Sheffield Farms Co., Inc., New York City	Business
BURT, ARTHUR K. <i>Montana and Pembroke</i> , '23 Instructor in English, College of the City of New York	Education
BURWELL, C. L. <i>Tennessee and Merton</i> , '32 Jones and Burwell, Charlotte, N.C.	Law
BURWELL, W. R. <i>Rhode Island and Merton</i> , '16 Chairman of Board, Brush Development Co., Cleveland	Business
BUSH, C. W. <i>Delaware and Brasenose</i> , '04. Director of Personnel Records and of Placement, Univ. of Delaware	Education
*BUTLER, V. K. <i>California and Worcester</i> , '11	Law

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BUTTERWORTH, W. W. <i>Louisiana and Worcester</i> , '24. Foreign Service Officer, Department of State	Govt. Service
BYLES, JULIUS <i>New York and Magdalen</i> , '31 Mountainville, N.Y.	Law
CAMPBELL, E. H., JR. <i>West Virginia and Balliol</i> , '23. Prof. of Surgery & Attending Neurosurgeon, Albany Medical College, N.Y.	Medicine
CAMPBELL, W. S. <i>Oklahoma and Merton</i> , '08 Professor of English, Univ. of Oklahoma and Writer (Stanley Vestal)	Education
CANHAM, E. D. <i>Maine and Oriel</i> , '26. Editor, <i>Christian Science Monitor</i>	Journalism
CAREY, R. G. <i>Kansas and Hertford</i> , '24. Instructor in History, University of Denver	Education
CAREY, W. D. P. <i>Kansas and Christ Church</i> , '22 Martindell, Carey, Brown and Brabets, Hutchinson, Kansas	Law
CARLE, BRIDSALL N. <i>Washington and Lincoln</i> '39	Student
CARLETON, J. P. <i>New Hampshire and Magdalen</i> , '22. McLane, Davis and Carleton, Manchester, N.H.	Law
CARLSON, G. A. <i>Colorado and Hertford</i> , '31 Tulsa, Oklahoma	Law
CARMICHAEL, O. C. <i>Alabama and Wadham</i> , '13 President, Carnegie Foundation for Advancement of Teaching	Educational Foundation
CAROTHERS, NEIL <i>Arkansas and Pembroke</i> , '04 Dean, College of Business Administration, Lehigh University	Education
*CARPENTER, J. R. <i>Oklahoma and Lincoln</i>	Education
CARPENTER, RHYS <i>New York and Balliol</i> , '08 Professor of Classical Archaeology, Bryn Mawr	Education

ALPHABETICAL LIST

CARSON, R. M. *Michigan and Oriel*, '18. Davis, Law
Polk, Wardwell, Sunderland and Kiendl, New
York City

CARTER, C. W., JR. *Illinois and Wadham*, '19 Research
Bell Telephone Laboratories, Inc., New York
City

CARTER, F. BAYARD *Delaware and Balliol*, '18 Medicine
Professor of Obstetrics and Gynecology, Duke
University

CARTER, GRAY *Delaware and Balliol*, '23. Greenwich, Connecticut Medicine

CARTER, WILLIAM C. *Maine and Balliol*, '38 Student

CASADY, E. R., JR. *Arizona and St. Edmund Hall*, '29. Assistant Professor of English, Brown Education
University

CASTLE, C. A. *Kansas and Wadham*, '14 Govt. Service

CATES, AUBREY, JR. *Kentucky and Pembroke*, Law
'29. Montgomery, Alabama

CHALMERS, G. K. *Rhode Island and Wadham*, Education
'26. President of Kenyon College

CHALMERS, JOHN *Vermont and Brasenose*, '38 Education
Instructor in Economics, Cornell

CHANAY, N. K. *Minnesota and Balliol*, '07 Research
United Gas Improvement Co., Philadelphia

CHAPMAN, C. B. *Alabama and St. John's*, '36 Medicine
Fellow, Rockefeller Foundation

CHASE, E. P. *New Hampshire and Magdalen*, '16 Education
Professor of Government, Lafayette College

CHASE, J. W. *New York and Merton*, '26. Groton, Conn. Business

*CHATFIELD, C. M. *Nevada and Lincoln*, '21 Librarian
Washoe County Library, Reno, Nev.

CHENOWETH, A. S. *Colorado and Lincoln*, '07 Education
Superintendent of Schools, Atlantic City, N.J.

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CHILDERS, J. S. <i>Alabama and Worcester</i> , '21	Education
Professor of English, Birmingham-Southern, and Author	
CHILDS, T. W. <i>Missouri and Merton</i> , '28. Lazard Freres, New York City	Law
CHRISTENSEN, J. M. <i>Utah and Jesus</i> , '21. Inge- bretsen, Ray, Rawlins and Christensen, Salt Lake City	Law
CHRISTOPHERSON, PAUL. <i>Minnesota and Wad- ham</i> , '24. Christopherson, Faegre and Benson, Minneapolis	Law
CHUDSON, WALTER A. <i>Pennsylvania and Balliol</i> , '34. Research Assoc., Natl. Bureau of Eco- nomic Research	Research
CLARK, DEAN A. <i>Minnesota and Balliol</i> , '27 Medical Director, Health Insurance Plan of Greater N.Y.	Medicine
CLARK, RICHARD N., JR. <i>Georgia and Merton</i> , '32. Houghton Mifflin Co.	Publishing
*CLARKE, J. M. <i>Pennsylvania and Exeter</i> , '19	Law
CLASON, C. R. <i>Maine and Christ Church</i> , '14 Member, House of Representatives	Govt. Service
CLECKLEY, H. M. <i>Georgia and University</i> , '24 Professor of Psychiatry, Univ. of Georgia School of Medicine	Medicine
CLEFTON, H. E. <i>Minnesota and Magdalen</i> , '19 Assistant Professor of Romance Languages, Univ. of Minnesota	Education
CLEMENTS, R. CANON <i>Texas and Hertford</i> , '35 Assistant Treasurer, Shroder Trust Co., New York City	Banking
CLEVELAND, HARLAN <i>Ohio and University</i> , '38 Actg. Vice-Pres., Economic Section, Allied Commission, Rome, Italy	Govt. Service

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COCHRAN, H. G. <i>Delaware and St. John's</i> , '08	Law
Judge, Juvenile & Domestic Relations Court, Norfolk, Va.	
COCKE, W. J., JR. <i>North Carolina and Merton</i> , '26.	Law
Williams and Cocke, Asheville, N.C.	
COFFIN, ROBERT P. T. <i>Maine and Trinity</i> , '16	Education
Professor of English, Bowdoin College, and Author	
COLE, K. C. <i>Washington and St. John's</i> , '21.	Education
Professor of Political Science, University of Wash- ington	
COLE, W. D. <i>Montana and Queen's</i> , '24.	Law
Coun- sel, Union Bag and Paper Corp., N.Y.C.	
COLEMAN, FRANCIS F. <i>Oregon and Exeter</i> , '31	Research
The Texas Company, Glenham, N.Y.	
COLEMAN-NORTON, P. R. <i>At-Large, Christ Church</i> , '19.	Education
Assoc. Prof. of Classics, Prince- ton University	
COLLINGWOOD, CHARLES C. <i>Maryland and New College</i> , '39.	Radio
Correspondent, Columbia Broad- casting System	
CONNOR, WILLIAM M., JR. <i>South Carolina and Magdalene</i> , '36	U.S. Army
COOK, R. L. <i>Vermont and Exeter</i> , '26.	Education
Professor of American Literature, Middlebury College	
COOK, W. COBURN <i>New Mexico and Hertford</i> , '14.	Law
City Attorney, Turlock, California	
COOKE, H. H. <i>West Virginia and Christ Church</i> , '21.	Research
Research Chemist, Stanco, Inc., Eliza- beth, N.J.	
COOLIDGE, C. B. <i>Wyoming and Exeter</i> , '20	Business
Mortgage broker, Camden, N.J.	
*COON, R. H. <i>Nebraska and Lincoln</i> , '04.	Education
Associate Professor of Latin, Indiana University	

APPENDIX VI

CORNSWEET, ALBERT C. <i>Rhode Island and St. John's</i> , '29. Psychology faculty, Univ. of North Carolina	Education
CORRY, ANDREW V. <i>Montana and Merton</i> , '27 Consulting Geologist	Research
Cox, H. B. <i>Nebraska and Christ Church</i> , '27 Department of Justice, Washington, D.C.	Govt. Servic
CRABILL, FRANK W. <i>Nebraska and Lincoln</i> , '36 Root, Clark, Buckner and Ballantine, New York City	Law
CRAFT, G. S. <i>Georgia and Hertford</i> , '30. Vice-President, Trust Co. of Georgia, Atlanta	Banking
CRAIG, C. B. <i>South Dakota and Pembroke</i> , '26 Christian Science Practitioner, Cincinnati, Ohio	Religious Work
CRAIG, GORDON A. <i>New Jersey and Balliol</i> , '36 Asst. Prof. of History, Princeton University	Education
CRAIGE, ERNEST <i>North Carolina and Christ Church</i> , '39	Medicine
CRAWFORD, F. H. <i>North Dakota and St. John's</i> , '20. Professor of Physics, Williams College	Education
CRITTENDEN, W. C. <i>California and Trinity</i> , '04 San Francisco, California	Law
CROCKETT, PHILIP D. <i>Maine and Trinity</i> , '19 New Brunswick, N.J.	Business
CRONE, N. L. <i>Iowa and Merton</i> , '25. Boston	Medicine
CRONKHITE, L. W. <i>Rhode Island and Worcester</i> , '05. President & Treasurer, Cronkhite, Inc., Boston	Business
CROOKS, T. T. <i>Idaho and Hertford</i> , '10. Chicago	Medicine
CROSBY, L. A. <i>Maine and Trinity</i> , '13. Sullivan and Cromwell, New York City	Law
CROSLAND, C. E. <i>Alabama and Wadham</i> , '10 Retired	Education

ALPHABETICAL LIST

CROSS, ROSCOE <i>Kentucky and Pembroke</i> , '26	Law
Bell, Dutch and Santry, Boston	
CROSSLAND, W. F. <i>Nebraska and Wadham</i> , '13	Ministry
First M.E. Church, Rochester, N.Y.	
CRYSTAL, DEAN K. <i>Washington and Exeter</i> , '36	Medicine
Mass. General Hospital, Boston	
CUMMING, ROBERT JAMIESON <i>Maine and New College</i> , '38	Student
CUNINGGIM, MERRIMON <i>North Carolina and Merton</i> , '33.	Ministry
Professor of Religion, Denison University	
CUNNINGHAM, HUGH T. <i>Kansas and Balliol</i> , '34.	Education
Tutor in History and Literature, Harvard	
CUNNINGHAM, R. N. <i>North Dakota and Queen's</i> , '26.	Education
Director of Admissions, Vanderbilt University	
CURRIE, J. HECTOR <i>Mississippi and St. John's</i> , '38	Student
CURTIS, G. H. <i>Idaho and Worcester</i> , '08.	Govt. Service
Secy. to Senator G. H. Taylor, Washington, D.C.	
CUSHING, W. S. <i>Connecticut and Merton</i> , '08	Education
Teacher of Latin and Greek, Groton School	
CUSTER, J. S. <i>Missouri and Worcester</i> , '07.	Education
Head of History Dept., The Gunnery School, Washington, Conn.	
CUTTINO, G. P. <i>Georgia and Oriel</i> , '36.	Education
Asst. Prof. of History, University of Iowa	
DAGGETT, DEVAN D., JR. <i>Louisiana and Exeter</i> , '39.	Law
Pitcher and Daggett, Baton Rouge, La.	
D'ARMS, E. F. <i>Wisconsin and Oriel</i> , '25.	Education
Professor of Classics, University of Colorado	
DASPLIT, A. B. <i>Louisiana and Keble</i> , '31.	Education
Instructor in Government, Louisiana State University	
DAVENPORT, H. W. <i>California and Balliol</i> , '35	Education
Prof. of Physiology, University of Utah School of Medicine	

APPENDIX VI

DAVID, C. W. <i>Illinois and Hertford</i> , '08. Director of Libraries, Univ. of Pa.	Librarian
DAVIDSON, NORMAN <i>Illinois and Magdalen</i> , '37 RCA Laboratories, Princeton, N.J.	Research
DAVIDSON, R. F. <i>South Carolina and Christ Church</i> , '26. Prof. of Religion and Philosophy, Stephens College	Education
DAVIES, J. A. V. <i>Utah and Balliol</i> , '18. Asst. Prof., Harvard Medical School and Private Practice	Medicine
DAVIS, A. K., JR. <i>Virginia and Balliol</i> , '19. Professor of English, University of Virginia	Education
DAVIS, B. M. <i>Illinois and Trinity</i> , '32. Univ. of Rochester School of Medicine	Medicine
DAVIS, ELMER <i>Indiana and Queen's</i> , '10. WFIL, Radio Former Director, OWI	Radio
DAVIS, H. H. <i>Utah and Exeter</i> , '24. Professor of English, Pomona College	Education
DAVIS, J. H. <i>Kentucky and Exeter</i> , '20. Professor of History, Southwestern	Education
DAVIS, VEST <i>Missouri and Exeter</i> , '11. Head Asst. in English, Central High School, St. Louis	Education
DAVISON, W. C. <i>New York and Merton</i> , '13 Dean, Duke University Medical School	Medicine
DAVISSON, O. F., JR. <i>Connecticut and New College</i> , '20. Gaylordsville, Conn.	Sculptor
DAWSON, JOHN P. <i>Michigan and Oriel</i> , '24. Professor of Law, Univ. of Michigan	Law
DEALEY, J. Q., JR. <i>Rhode Island and Hertford</i> , '20. Assoc. Prof. of Political Science, Hamilton College	Education
DEITER, G. H. <i>Wisconsin and Brasenose</i> , '30	
DELAUNAY, JULES <i>Alabama and Jesus</i> , '32 Professor of Physics, Texas Technological College	Education

ALPHABETICAL LIST

DENNES, WILLIAM R. <i>California and Corpus Christi</i> , '19. Professor of Philosophy, University of California	Education
DENSMORE, H. B. <i>Oregon and University</i> , '04 Professor of Greek, University of Washington	Education
DERRYBERRY, W. E. <i>Tennessee and St. John's</i> , '28. President, Tennessee Polytechnic Institute	Education
DEVAN, S. ARTHUR <i>New Jersey and Christ Church</i> , '11. Investigations Staff, House Military Affairs Committee	Ministry
DEVOS, PAUL L. <i>Arizona and University</i> , '30	U.S. Navy
DICK, A. C. <i>South Carolina and Christ Church</i> , '17. New York City	Law
DISNEY, RICHARD L. <i>Arizona and Exeter</i> , '10. Judge, Tax Court of the United States	Govt. Service
*DOE, A. B. <i>Wisconsin and Balliol</i> , '13. Milwaukee, Wis.	Law
*DONALDSON, McP. H. <i>Colorado and Pembroke</i> , '11. Professor of Economics, Boston University	Education
DONOVAN, HEDLEY W. <i>Minnesota and Hertford</i> , '34. <i>Washington Post</i>	Journalism
DOTY, J. D. <i>Texas and Pembroke</i> , '18. Professor of History, Union College	Education
DOWLING, J. W. <i>Nebraska and Balliol</i> , '33 Teacher of Philosophy	Education
*DRAKE, EDWARD F. <i>New Jersey and Brase-nose</i> , '32	Business
DUBORG, F. R. <i>Nevada and St. John's</i> , '30	U.S. Navy
DUBUISSON, EDWARD <i>Louisiana and Exeter</i> , '21 Dubuisson and Dubuisson, Opelousas, La.	Law
DUGAN, ARTHUR B. <i>Mississippi and Merton</i> , '33 Political Science Dept., University of the South	Education
*DUNBAR, EARL M. <i>Ohio and Merton</i> , '22	

APPENDIX VI

DUNIWAY, B. C. <i>Minnesota and Merton</i> , '31	Law
Cushing and Cushing, San Francisco, Calif.	
DUNLAP, R. W. <i>Kentucky and Oriel</i> , '17. Travel Editor, <i>New York Herald-Tribune</i>	Journalism
DUNLAP, S. RHODES <i>Iowa and St. Edmund Hall</i> , '35. Instructor in English, University of Iowa	Education
DURHAM, T. C. <i>Virginia and Christ Church</i> , '13 St. Leonards-on-Sea, Sussex, England	Business
DURR, C. J. <i>Alabama and Queen's</i> , '18. Com- missioner, Federal Communications Commis- sion	Govt. Service
EAGAN, E. P. F. <i>Colorado and New College</i> , '22 Noonan, Kaufman and Eagan, New York City	Law
EAGLETON, CLYDE <i>Oklahoma and Worcester</i> , '14. Prof. of International Law, New York University	Education
EARLEY, LEROY WILLIAM <i>Oklahoma and Jesus</i> , '38	Medicine
EASUM, C. V. <i>Illinois and St. John's</i> , '16. Pro- fessor of History, University of Wisconsin	Education
EBERT, ROBERT H. <i>Illinois and Magdalen</i> , '36	Medicine
ECKEL, E. H., JR. <i>Missouri and Wadham</i> , '10 Rector, Trinity Episcopal Church, Tulsa, Okla.	Ministry
*EDSALL, T. H. <i>Nevada</i> , '17	
EDWARDS, C. D. <i>Missouri and Lincoln</i> , '21. Pro- fessor of Economics, Northwestern	Education
EGAN, JAMES N. <i>Connecticut and Exeter</i> , '37	Student
EIKEL, ROBERT, JR. <i>Texas and Lincoln</i> , '30 Royston and Rayzor, Houston, Texas	Law
ELIOT, S. E. <i>Missouri and Hertford</i> , '05. Man- chester Educational Center, Pittsburgh, Pa.	Education

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ELKINS, WILSON H. <i>Texas and Oriel</i> , '33. President, San Angelo Junior College, San Angelo, Tex.	Education
*ELLINGWOOD, E. A. R. <i>Colorado and Merton</i> , '10. Professor of Political Science, Northwestern	Education
ELLIOTT, W. Y. <i>Tennessee and Balliol</i> , '19. Professor of Government, Harvard	Education
ELLSWORTH, P. T. <i>Washington and Brasenose</i> , '22. Professor of Economics, University of Wisconsin	Education
EMERY, C. B. <i>Wisconsin and Merton</i> , '21. Assoc. Prof. of Law, Southern Methodist University, Dallas, Tex.	Law
EMRICH, C. LYMAN, JR. <i>Illinois and Exeter</i> , '34 Poppenhusen, Johnston, Thompson & Raymond, Chicago	Law
ENGLAND, B. <i>Mississippi and Wadham</i> , '18. Pittsburgh Plate Glass Co., Pittsburgh	Business
ENGLE, PAUL. <i>Iowa and Merton</i> , '33. Asst. Prof. of English, State University of Iowa	Education
ENGLISH, H. B. <i>Nebraska and Pembroke</i> , '11 Professor of Psychology, Ohio State University	Education
ENSIGN, N. E. <i>Illinois and St. Edmund Hall</i> , '05 Assoc. Prof. Applied Mechanics, University of Illinois	Education
ESPEY, JOHN J. <i>California and Merton</i> , '35. Asst. Prof. of English, Occidental College	Education
EVANS, B. B. <i>Ohio and University</i> , '28. Professor of English, Northwestern	Education
EVANS, ELWYN <i>Wisconsin and Brasenose</i> , '18 President, Wilmington Trust Co.	Banking
EVANS, FRANCIS C. <i>Pennsylvania and Oriel</i> , '36 Instructor in Biology, Haverford	Education
FAIRBANK, J. K. <i>South Dakota and Balliol</i> , '29 Teacher of History, Harvard	Education

APPENDIX VI

FALK, LESLIE ALAN <i>Missouri and Lincoln</i> , '37	Medicine
FARICY, AUSTIN <i>Minnesota and Hertford</i> , '31	Education
Instructor in English, Univ. of Texas	
FARINHOLT, L. H. <i>Maryland and Queen's</i> , '28	Education
Assoc. Prof. of Chemistry, Washington & Lee	
FARLEY, L. E. <i>Mississippi and Lincoln</i> , '10. Memphis, Tenn.	Law
FARMER, G. O. <i>West Virginia and Brasenose</i> , '36. Counsel, National Labor Relations Board	Govt. Service
FARMER, J. A. <i>Montana and Pembroke</i> , '21	Law
American Tel. and Tel. Co., New York City	
FAUCETT, L. W. <i>Tennessee and St. John's</i> , '16	Education
FEATHER, G. A. <i>New Mexico and Wadham</i> , '17	Business
Vice-Pres., New Mexico Farm and Livestock Bureau	
FERGUSSON, FRANCIS <i>New Mexico and Queen's</i> , '23. Division of Drama, Bennington College	Education
FICKEN, F. A. <i>Ohio and Exeter</i> , '32. Department of Mathematics, University of Tennessee	Education
FIELD, ROBERT MICHAEL <i>Texas and Hertford</i> , '21. New York City	Law
FINGER, W. L. <i>Mississippi and St. John's</i> , '16	Business
General Manager, Standard Brands, Inc., New York City	
FISCHER, J. <i>Oklahoma and Lincoln</i> , '33. Editor, <i>Harpers Magazine</i>	Journalism
FITCH, E. M. <i>South Dakota and St. Edmund Hall</i> , '23. Director of Personnel Relations, Air Transport Association	Business
FITE, A. G. <i>Tennessee and Christ Church</i> , '14	Education
Associate Professor of French, U.C.L.A.	
FITZ, E. W. <i>Wyoming and Wadham</i> , '11. Research Advertising Dept., Sears, Roebuck & Co., Chicago	Business

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FITZGERALD, JOSEPH H. <i>Montana and Jesus</i> , '32.	Law
W. A. <i>Virginia and Magdalen</i> , '04	Education
Supt., Culver Military Academy	
FLINT, F. C. <i>Oregon and Balliol</i> , '19. Professor of English, Dartmouth College	Education
*FLINT, W. W., JR. <i>New Hampshire and Balliol</i> , '14. Classics Department, St. Paul's School, Concord, N.H.	Education
FLORY, HARRY D., JR. <i>Nebraska and St. John's</i> , '38	Student
FLOURNOY, FITZGERALD <i>Virginia and Exeter</i> , '22	Education
Professor of English, Washington and Lee University	
FOBES, F. H. <i>Massachusetts and Balliol</i> , '04. Professor of Greek, Amherst College	Education
FOLSOM, FRANKLIN <i>Colorado and Merton</i> , '30	Author
FOOSHEE, MALCOLM <i>Tennessee and Christ Church</i> , '22. Donovan, Leisure, Newton and Lumbard, New York City	Law
FORD, EDWIN D., JR. <i>Idaho and St. John's</i> , '21	Law
Reid and Priest, New York City	
FORD, E. J. <i>Mississippi and Christ Church</i> , '05	Law
Ford and Ford, Pascagoula, Miss.	
FORD, HERBERT G. <i>Florida and Christ Church</i> , '21. Tennessee Corporation, Atlanta, Ga.	Business
FOSTER, CAROL H. <i>Idaho and Brasenose</i> , '05	Govt. Service
Foreign Service Officer, Department of State	
*FOSTER, R. B. <i>Idaho and Lincoln</i> , '13. Professor of French	Education
FOWLE, W. F. <i>Vermont and Exeter</i> , '37. Radio Commentator, Columbia Broadcasting System	Radio
FRANK, GRADY C. <i>North Carolina and St. John's</i> , '30. Asheville School for Boys, North Carolina	Education

APPENDIX VI

FRANTA, W. A. <i>North Dakota and Jesus</i> , '35	Research
Pittsburgh Plate Glass Co., Pittsburgh	
FRASER, MOWAT G. <i>North Dakota and Merton</i> , '21. Dean, Winthrop College, Rock Hill, S.C.	Education
FRECHTLING, LOUIS E. <i>Ohio and Queen's</i> , '36	Research
Res. Assoc., Foreign Policy Association, New York City	
FRENCH, D. M. <i>California and St. John's</i> , '31	Education
Asst. Prof. of Government, Mills College	
FREUTEL, E. C., JR. <i>Iowa and Oriel</i> , '39	Student
FRIERSON, W. C. <i>Tennessee and Wadham</i> , '20	Education
Asst. Prof. of English, Univ. of Alabama	
FRYE, L. A. <i>Minnesota and Hertford</i> , '08. Haw- kins, Delafield and Longfellow, New York City	Law
FULBRIGHT, J. W. <i>Arkansas and Pembroke</i> , '25	Govt. Service
Senator from Arkansas	
FULKERSON, BAUCUM <i>Arkansas and Exeter</i> , '39	Law
Rose, Loughborough, Dobyns and House, Lit- tle Rock, Ark.	
FULTON, JOHN F. <i>Minnesota and Magdalen</i> , '21	Medicine
Professor of Physiology, Yale University	
FULTON, M. N. <i>Rhode Island and Merton</i> , '19	Medicine
Peter Bent Brigham Hospital and Harvard University	
GADDY, W. M. <i>North Carolina and Hertford</i> , '10	
GAILOR, F. H. <i>Tennessee and New College</i> , '13	Law
Assoc. Justice, Tennessee Supreme Court	
GAMBLE, F. R. <i>Illinois and St. John's</i> , '20. Pres- ident, American Assoc. of Advertising Agen- cies, New York City	Business
GARDNER, JAMES R. <i>Maryland and Brasenose</i> , '37	Student
GARRETSON, A. H. <i>Washington and Hertford</i> , '32	Education
Asst. Prof. of Politics, Colgate	

ALPHABETICAL LIST

GARRETT, M. W. <i>New Mexico and Exeter</i> , '20	Education
Assoc. Prof. of Physics, Swarthmore	
GAASS, F. P. <i>Missouri and Pembroke</i> , '24. Doremus & Co., New York City	Business
GAASS, H. M. <i>Tennessee and New College</i> , '07	Education
Professor of Greek, University of the South	
GAASS, OSCAR <i>Oregon and Queen's</i> , '34. Head Economist, War Production Board	Govt. Service
GATES, C. F. <i>New Jersey and Balliol</i> , '26. Chancellor, University of Denver	Education
GENTRY, C. S. <i>Illinois and Wadham</i> , '14. Secy. and Genl. Counsel, Shell Oil Co., New York City	Law
GENTRY, F. A. S. <i>Virginia and Christ Church</i> , '33. Tenn. Mgr., Knoxville Div., O. B. Andrews Co.	Business
GERDINE, LEIGH <i>North Dakota and Lincoln</i> , '38	Music
Asst. Prof. of Music, Mississippi State College for Women	
GERLOUGH, L. S. <i>Idaho and Jesus</i> , '11. Teacher of History, Lowell High School, San Francisco	Education
GETTING, I. A. <i>Massachusetts and Merton</i> , '33	Education
Asst. Prof. of Physics, Yale	
GIBSON, J. L., JR. <i>Utah and St. Catherine's</i> , '30	Govt. Service
Chairman, Utah State Tax Commission	
GIBSON, PATRICK A. <i>Virginia and Christ Church</i> , '31. Page and Leary, Richmond, Va.	Law
GIDDENS, LUCIEN <i>Alabama and Worcester</i> , '28	Education
Assoc. Prof. of History, Judson College, Marion, Ala.	
GIFFEN, M. B. <i>Missouri and Queen's</i> , '08. Department of State, Washington, D.C.	Govt. Service
GIFFORD, G. H. <i>Massachusetts and Balliol</i> , '13	Education
Prof. of Modern Languages, Tufts College	

APPENDIX VI

GILLEN, FREDERICK	<i>Wisconsin and Corpus Christi</i> , '35	Student
GILPATRIC, CHADBOURNE	<i>New York and Baltimore</i> , '38	Student
GILSON, VAN W.	<i>West Virginia and Queen's</i> , '11	Business Education
GIPSON, L. H.	<i>Idaho and Lincoln</i> , '04. Professor of History, Lehigh	
GLADNEY, DON W., JR.	<i>Arkansas and Worcester</i> , '30	U.S. Navy
GLEAVES, C. L.	<i>Virginia and Pembroke</i> , '28 Gleaves and Roseborough, New York City	Law
GLENDENING, H. S.	<i>New Hampshire and Merton</i> , '19. Wright, Gordon, Zachry, Parlin and Cahill, New York City	Law
*GLENN, J. LYLES	<i>South Carolina and Exeter</i> , '14. District Judge	Law
GOEPP, R. M., JR.	<i>Pennsylvania and Queen's</i> , '29. Director, Organic Research, Atlas Powder Co., Wilmington, Del.	Research
GOLAY, JOHN F.	<i>California and University</i> , '38	Student
GOLDSCHMIDT, MAURE	<i>Oregon and Exeter</i> , '30 Asst. Prof. in Social Sciences, University of Chicago	Education
GOLLNICK, A. F.	<i>Vermont and Christ Church</i> , '22. Genl. Production Mgr., Canning, Swift Australian Co., Brisbane, Australia	Business
GOOCH, R. K.	<i>Virginia and Christ Church</i> , '14 Prof. of Political Science, University of Virginia	Education
GOOD, PAUL F.	<i>Nebraska and Lincoln</i> , '14. Good and Simons, Lincoln, Nebraska	Law
GOODFRIEND, JAMES	<i>Missouri and Lincoln</i> , '35	Medicine
GOODWILLIE, E. W.	<i>At-Large, Christ Church</i> , '28. Custis, Mallet-Prevost, Colt and Mosle, New York City	Law

ALPHABETICAL LIST

GOODWIN, R. M. *Indiana and St. John's*, '34. Instructor in Physics, Harvard University Education

GORDON, G. A., JR. *Georgia and Balliol*, '34 Managing Editor, *Good Housekeeping*, New York City Journalism

GORDON, KERMIT *Pennsylvania and University*, '38 Student

GORDON, LINCOLN *New York and Balliol*, '33 Instructor in Government, Harvard University Education

GOSLING, G. D. *Michigan and St. Edmund Hall*, '31. Assoc. Editor, Henry Holt & Co. Publishing

GRAVEM, AXEL B. *California and Oriel*, '18 Vice-President, The Kane Products, Shelton, Conn. Business

GRAY, C. HAROLD *Washington and Lincoln*, '14 President, Bard College, Annandale-on-Hudson, N.Y. Education

GRAY, FRANKLIN D. *Minnesota and Hertford*, '25. Kingman, Cross, Morley, Cant and Taylor, Minneapolis Law

GREATHOUSE, W. S. *Idaho and Lincoln*, '24 President, Frye & Co., Seattle, Wash. Law

GREENE, W. C. *Massachusetts and Balliol*, '11 Professor of Classics, Harvard University Education

GREENE, W. C. *Rhode Island and Merton*, '22 Assoc. Prof. of English, Massachusetts Institute of Technology Education

GREGG, EDWARD B. *New Mexico and Wadham*, '33. California Research Corp., San Francisco, Calif. Law

GRIFFITH, E. S. *New York and Merton*, '17. Director, Legislative Reference Service, Library of Congress Research

APPENDIX VI

GRIFFITHS, F. P. <i>California and Balliol</i> , '07. Mc- Cutchen, Thomas, Matthew, Griffiths and Greene, San Francisco	Law
GRISMER, R. L. <i>Vermont and Trinity</i> , '16. Assoc. Prof. of Romance Languages, University of Minnesota	Education
GROVE, M. J. <i>Maryland and Merton</i> , '29. Alex. Brown & Sons, Baltimore	Business
GUNDERSON, H. A. <i>South Dakota and Pembroke</i> , '11. Sidner, Lee and Gunderson, Fremont, Nebraska	Law
GURNEY, R. C. <i>Rhode Island and Christ Church</i> , '28. Master, The Hotchkiss School, Lakeville, Conn.	Education
GUTHRIE, R. L. <i>Texas and Worcester</i> , '24. Dal- las, Texas	Law
HABERLY, LOYD <i>At-Large, Trinity</i> , '21. Writer, maker of books, and member English Dept., Washington University	Journalism
*HACK, R. K. <i>Massachusetts and Oriel</i> , '05. Pro- fessor of Classics	Education
HAESSLER, C. H. <i>Wisconsin and Balliol</i> , '11 Managing Editor, Federated Press, Detroit, Mich.	Journalism
HAGEN, J. L. <i>West Virginia and Trinity</i> , '18 Mudge, Stern, Williams and Tucker, New York City	Law
HALE, ROBERT <i>Maine and Trinity</i> , '10. Member, House of Representatives, Washington, D.C.	Govt. Service
HALL, F. P. <i>Minnesota and Wadham</i> , '22. Pro- fessor of Government, Indiana University	Education
HAM, EDWARD B. <i>Maine and Trinity</i> , '23. Assoc. Professor of French, University of Michigan	Education

ALPHABETICAL LIST

HAMILTON, FOWLER <i>Missouri and Christ Church</i> , '31.	Govt. Service Foreign Service Administration, Washington
HAMILTON, G. E. <i>Indiana and Pembroke</i> , '04	Business Vice-President, Keystone View Co., Meadville, Pa.
HAMILTON, R. P. <i>At-Large, Christ Church</i> , '19	Law Professor of Law, Columbia University
HAMILTON, THOMAS J., JR. <i>Georgia and Christ Church</i> , '28.	Journalism Reporter, Associated Press
HAMILTON, W. P. <i>Delaware and Lincoln</i> , '20	Education Asst. Prof. of English, State Teachers College, Upper Montclair, N.J.
HAMILTON, WILLIAM S. <i>Kentucky and Christ Church</i> , '10.	Law Louisville, Ky.
HAMMOND, MASON <i>Massachusetts and Balliol</i> , '25.	Education Assoc. Prof. Classics and History, Harvard University
HANCHER, V. M. <i>Iowa and Worcester</i> , '18	Education President, State University of Iowa
HARDMAN, T. P. <i>West Virginia and Pembroke</i> , '08.	Education Dean and Professor, College of Law, West Virginia University
HARING, C. H. <i>Massachusetts and New College</i> , '07.	Education Professor of Latin American History & Economics, Master of Dunster House, Harvard University
HARLAN, J. M. <i>New Jersey and Balliol</i> , '20	Law Root, Clark, Buckner and Ballantine, New York City
HARLEY, D. L. <i>West Virginia and Merton</i> , '31	Foundation Kellogg Foundation, Battle Creek, Mich.
HARMAN, ROBERT A. <i>New Jersey and Trinity</i> , '37.	Official Research Allied Chemical and Dye Corp., New York City

APPENDIX VI

HARRIS, CHAUNCY D. <i>Utah and Lincoln</i> , '34	Education
Asst. Prof. of Geography, University of Chicago	
HARRISON, J. B. <i>Washington and Lincoln</i> , '10	Education
Professor of English, University of Washington	
HARROLD, F. W. <i>Georgia and Hertford</i> , '19	Business
Coca-Cola Company, New York City	
HART, E. LEROY <i>Utah and Hertford</i> , '39	Student
HART, J. L. J. <i>Colorado and St. John's</i> , '25	Law
Assoc. with Henry McAllister, Denver, Colo.	
HARTLEY, R. V. L. <i>Utah and St. John's</i> , '10	Research
Bell Telephone Laboratories, Inc., Murray Hill, N.J.	
HARTLEY, R. W. <i>Utah and Exeter</i> , '07. Professor of Mathematics, Southwestern	Education
HARTMANN, G. K. <i>California and Queen's</i> , '33	Education
Asst. Prof. Physics, Univ. of New Hampshire	
HARWOOD, P. A. <i>Nevada and Pembroke</i> , '24	Education
Assoc. Prof. of English, University of Nevada	
HAVENS, P. S. <i>New Jersey and Christ Church</i> , '13. President, Wilson College, Chambersburg, Pa.	Education
HAVENS, V. B. <i>New Jersey and Christ Church</i> , '13. Olcott, Havens, Wandless and Stitt, New York City	Law
*HAWKINS, C. F. <i>Massachusetts and Balliol</i> , '14	Research
Chemical Warfare Service	
HAWKINS, J. E., JR. <i>Texas and Worcester</i> , '34	Education
Asst. Prof. of Physiology, Bowman Gray School of Medicine, Winston-Salem, N.C.	
HAYES, ALFRED <i>Connecticut and New College</i> , '31. Asst. Secy., New York Trust Co., New York City	Banking

ALPHABETICAL LIST

HAYES, J. D. <i>Ohio and Merton</i> , '11. Presbyter- ian Mission, Peiping, China	Missionary
HAYS, JOHN T., JR. <i>Montana and Oriel</i> , '35 Hercules Powder Co., Wilmington, Del.	Research
HAYTER, ROBERT <i>Oregon and Oriel</i> , '34	Medicine
HECTOR, LOUIS <i>Florida and Christ Church</i> , '38 Asst. to U.S. Under Secy. of State	Law
HEFLIN, WOODFORD <i>New Mexico and Lincoln</i> , '27. Asst. Editor, <i>Dictionary of American Eng- lish</i>	Research
HEILBRON, R. F. <i>California and Trinity</i> , '27 Head of Science Dept., San Diego High School, Calif.	Education
HEINER, R. G. <i>Georgia and Christ Church</i> , '21 Wright, Gordon, Zachry, Parlin and Cahill, New York City	Law
HEIRES, JOHN H. <i>South Dakota and Wadham</i> , '39	Student
HELM, ROY <i>Florida and Exeter</i> , '11. Judge, 33rd Judicial District of Kentucky	Law
HELMBOLD, W. C. <i>Pennsylvania and Merton</i> , '28. Asst. Professor of Latin and Greek, Trin- ity College, Hartford, Conn.	Education
HENNESSY, PAUL K. <i>Montana and Brasenose</i> , '26. OPA, Washington, D.C.	Govt. Service
HENRY, ROBERT L. <i>Illinois and Worcester</i> , '04 Judge in Mixed Courts, Alexandria, Egypt	Law
HERING, H. B. <i>Maryland and Oriel</i> , '11. <i>Time</i> , New York City	Journalism
HERRICK, F. H. <i>Ohio and Balliol</i> , '23. Professor of History, Mills College, Oakland, Calif.	Education
HERRING, D. G. <i>New Jersey and Merton</i> , '07 Princeton, N.J.	Farmer
HERRIOTT, MAXWELL H. <i>Iowa and Oriel</i> , '19 Lines, Spooner and Quarles, Milwaukee, Wis.	Law

APPENDIX VI

HERSEY, R. B. <i>West Virginia and Christ Church</i> , '17. Asst. Prof. of Industry, Univ. of Pennsylvania	Education
HEUSNER, A. PRICE <i>Nebraska and Lincoln</i> , '32 Assoc. Surgeon in Neurosurgery, Boston City Hospital	Medicine
HICKINGBOTHAM, J. C. <i>California and Brase-nose</i> , '31. Shreve & Co., San Francisco, Calif.	Business
HICKMAN, ROBERT Z. <i>Illinois and Lincoln</i> , '29 Poppenhusen, Johnston, Thompson & Raymond, Chicago	Law
HIGHSMITH, E. WAY <i>Georgia and Exeter</i> , '22 Asst. Genl. Counsel, Hercules Powder Co., Wilmington, Del.	Law
HILLEY, H. S. <i>Kentucky and Jesus</i> , '14. President, Atlantic Christian College, Wilson, N.C.	Education
HIMELHOCH, A. JEROME <i>Michigan and Mag-dalen</i> , '38	Student
HINDS, HENRY <i>North Dakota and Queen's</i> , '04 Consulting Geologist on South American Petroleum Reserves	Business
HINMAN, CHARLTON <i>Colorado and Hertford</i> , '33 Fellow, the Folger Library, Washington, D.C.	Education
HITCH, C. J. <i>Arizona and Worcester</i> , '32. Fellow, Queen's College, Oxford	Education
HOCH, PETER CARL <i>New York and Brasenose</i> , '38	Medicine
HOFF, H. E. <i>Washington and Exeter</i> , '28. Professor of Physiology, McGill University, Montreal, Canada	Education
HOFFMAN, MILTON J. <i>Michigan and Exeter</i> , '10 Professor of Church History, New Brunswick Theological Seminary, N.J.	Education
HOLBROOK, W. C. <i>Massachusetts and Merton</i> , '20. Assoc. Prof. of Romance Languages, Northwestern	Education

ALPHABETICAL LIST

HOLDEN, GRENVILLE	Ross <i>Idaho and Brasenose</i> , '31.	Business Exec. Secy., Management Com., Sylvania Electric Products, Inc., N.Y.C.
HOLLEMAN, WILBUR J.	<i>Oklahoma and Merton</i> , '20.	Law Gibson and Holleman, Tulsa, Okla.
HOLMAN, EMILE	<i>California and St. John's</i> , '14	Medicine Professor of Surgery, Stanford University Med- ical School
HOLMAN, FRANK E.	<i>Utah and Exeter</i> , '08.	Law Hol- man, Sprague and Allen, Seattle, Wash.
HOLT, G. C.	<i>Florida and Lincoln</i> , '31.	Education Director of Admissions, Rollins College
HOLT, H. H.	<i>Vermont and Exeter</i> , '05.	Education Dean, St. John's Military Academy, Delafield, Wis.
HOLTZCLAW, B. C.	<i>Georgia and Queen's</i> , '14	Education Professor of Philosophy, Richmond College, Univ. of Richmond, Va.
HOMAN, P. T.	<i>Oregon and Lincoln</i> , '14.	Education Professor of Economics, Cornell University
HOOTON, E. A.	<i>Wisconsin and University</i> , '10	Education Professor of Anthropology, Harvard Univer- sity
HOPKINS, CLARK	<i>Connecticut and Balliol</i> , '17	Education Assoc. Prof. of Latin and Greek, University of Michigan
HOPKINS, J. V.	<i>New Mexico and Oriel</i> , '21.	Medicine Private Practice and Medical Director, U.S. Fidel- ity & Guarantee Co., Baltimore, Md.
HORNBECK, S. K.	<i>Colorado and Christ Church</i> , '04.	Govt. Service Ambassador to The Netherlands
HORNER, R. W.	<i>Missouri and Queen's</i> , '36.	Business South- western Bell Tel. Co., St. Louis, Mo.
HOROWITZ, CHARLES	<i>Washington and Brasenose</i> , '27.	Law Preston, Thorgrimson, Turner, Horowitz and Stephan, Seattle, Wash.

APPENDIX VI

HOUSTON, R. E., JR. <i>South Carolina and Christ Church</i> , '29. Sullivan and Cromwell, New York City	Law
HOVDE, FREDERICK L. <i>North Dakota and Brasenose</i> , '29. President, Purdue University	Education
HOWARD, C. N. <i>Oregon and Exeter</i> , '25. Assoc. Prof. of History, University of California, Los Angeles	Education
HOWER, R. M. <i>Kansas and Pembroke</i> , '25. Asst. Prof. of Business History, Harvard University	Education
HUBBELL, P. E. <i>North Carolina and Jesus</i> , '14. Professor of European History, Michigan State Normal College	Education
HUBBLE, E. P. <i>Illinois and Queen's</i> , '10. Astronomer, Mt. Wilson Observatory	Research
*HUBER, G. L. <i>Idaho</i> , '30	
HUCKABY, GROVER C. <i>Louisiana and Wadham</i> , '08. Child Welfare Work	Social Work
HUDGINS, D. E. <i>North Carolina and Merton</i> , '29. Hudgins and Adams, Greensboro, North Carolina	Law
HUDSON, H. G. <i>Illinois and Queen's</i> , '11. President, Illinois College, Jacksonville, Ill.	Education
HULL, L. C., JR. <i>Michigan and Brasenose</i> , '07. Rathbone, Perry, Kelley and Drye, New York City	Law
HULLEY, B. M. <i>Florida and Christ Church</i> , '17. Foreign Service Officer, Department of State	Govt. Service
HUMBER, R. L. <i>North Carolina and New College</i> , '18. Greenville, N.C.	Law
*HUME, T. C. <i>At-Large, New College</i> , '26	Ministry
*HUNT, J. T. <i>Arkansas and Wadham</i> , '21	Law
HURLEY, GEORGE <i>Rhode Island and Lincoln</i> , '07. Providence, R.I.	Law

ALPHABETICAL LIST

HUSTON, R. E. <i>Illinois and Merton</i> , '23. Assoc.	Education
Prof. of Mathematics, Rensselaer Polytechnic Institute, Troy, N.Y. -	
*HYATT, R. L. <i>Arkansas and Balliol</i> , '24	Law
HYDRICK, J. L. <i>South Carolina and Lincoln</i> , '08	Medicine
Foreign Field Staff, International Health Div., Rockefeller Foundation	
HYNES, W. S. <i>Kentucky and Brasenose</i> , '23. Asst.	Law
Genl. Solicitor, Chesapeake & Ohio Railway Co., Richmond, Va.	
IRONS, R. K. <i>Delaware and Jesus</i> , '29. History	Education
Master, Groton School, Groton, Mass.	
ISAACS, H. R. <i>Delaware and Exeter</i> , '05. Judge	Law
of Municipal Court, Wilmington, Del.	
JACK, R. H. <i>Pennsylvania and Pembroke</i> , '23	Business
Greenwich, Conn.	
*JACKSON, E. B. <i>Colorado and Brasenose</i> , '14	Student
JACKSON, J. H. <i>Louisiana and Wadham</i> , '07	Law
Jackson, Smith and Mayer, Shreveport, La.	
JACKSON, R. F. <i>Oregon and Lincoln</i> , '31. In-	Education
structor of Mathematics, Monticello College, Godfrey, Ill.	
JACOBS, A. C. <i>Michigan and Oriel</i> , '21. Professor	Law
of Law, Columbia University	
*JACOBSON, B. H. <i>Utah and Exeter</i> , '04. Instruc-	Education
tor in Latin and German	
JAMES, A. P. <i>Virginia and Worcester</i> , '07. Pro-	Education
fessor of History, University of Pittsburgh, Pa.	
JARNAGIN, M. P., III <i>Georgia and Christ</i>	
Church, '31	
JAY, JOHN C. <i>New York and Magdalen</i> , '39	Student
JELINEK, CHARLES <i>Montana and Oriel</i> , '38	Student

APPENDIX VI

JENNINGS, FARNSWORTH L. <i>Idaho and Exeter</i> , '29.	Law
Union Carbide and Carbon Corp., New York City	
JEPSON, W. C. <i>Nevada and Hertford</i> , '14	Business
*JIGGITT, L. M. <i>Mississippi and St. John's</i> , '19	Law
Powell, Harper and Jiggitts, Jackson, Miss.	
*JOHANSON, J. M. <i>Washington and Exeter</i> , '04	Education
*JOHNS, L. <i>Wisconsin and University</i> , '16	
JOHNSON, A. S. <i>Connecticut and Hertford</i> , '22	Medicine
Longmeadow, Mass.	
JOHNSON, E. D. H. <i>Ohio and Oriel</i> , '34. Instructor in English, Princeton University	Education
JOHNSON, F. R. <i>Washington and Merton</i> , '25	Education
Assoc. Prof. of English, Stanford University	
JOHNSON, R. E. <i>Washington and Oriel</i> , '31. Asst. Prof. of Industrial Physiology, Fatigue Lab., Harvard University	Education
JOHNSON, VAN L. <i>Wisconsin and Corpus Christi</i> , '31. Asst. Prof. of Latin, Tufts College	Education
JOHNSON, W. C. <i>Rhode Island and New College</i> , '11. Dept. of Economics and Finance, Boston University	Education
JOHNSON, W. W. <i>Oregon and Pembroke</i> , '08	Business
Engineer in charge of Steam Research, Turbine Engineering, G.E. Co., Lynn, Mass.	
JONES, G. FENWICK <i>Georgia and Merton</i> , '38	Education
Savannah, Ga.	
JONES, H. W. <i>Missouri and Oriel</i> , '34. Asst. Prof. of Law, Univ. of California	Law
JONES, P. H., JR. <i>Louisiana and Christ Church</i> , '18. Private Practice & Asst. Prof. of Medicine, Tulane Univ., New Orleans	Medicine
JONES, S. SHEPHERD <i>Kentucky and New College</i> , '33. Lecturer, Fletcher School of Law & Diplomacy	Education

ALPHABETICAL LIST

JONES, T. H. <i>Kentucky and Exeter</i> , '13. Citrus Grower, Florida	Business
JONES, W. T. <i>Mississippi and Oriel</i> , '31. Asst. Prof. of Philosophy, Pomona College	Education
*JORDAN, W. C. <i>Maine and University</i> , '16	Missionary
KAISER, P. M. <i>Wisconsin and Balliol</i> , '36. Research Economist, Federal Research Board, Washington	Research
KARSTEN, K. G. <i>New Mexico and Hertford</i> , '11 Consulting Economist, National Life Insurance Co., Washington	Business
KEARNY, C. H. <i>Texas and Queen's</i> , '37. Petroleum Geologist	Business
KEENY, S. M. <i>Pennsylvania and Merton</i> , '16 Secy. Publications, Natl. Council of YMCA's	Y.M.C.A.
KEEP, C. T. S. <i>New York and Hertford</i> , '28 President, Previews, Inc., New York City	Business
KEITH, B. F. <i>Maine and Jesus</i> , '08. Bangor, Maine	Law
KEITH, C. A. <i>Arkansas and Exeter</i> , '07. Dean of Men, Eastern Kentucky Teachers College, Richmond, Ky.	Education
KEITH, E. D. <i>Connecticut and Oriel</i> , '10. Retired	Business
KELSO, A. P. <i>Pennsylvania and Worcester</i> , '10 Professor of Philosophy, Southwestern, Memphis	Education
KENDALL, WILLIAM L. <i>Oklahoma and Branson</i> , '04. Retired	Business
KENDALL, WILLMORE, JR. <i>Oklahoma and Pembroke</i> , '32. Asst. Prof. of Pol. Sci., Hobart College	Education
KENNARD, E. H. <i>California and Exeter</i> , '08. Professor of Physics, Cornell University	Education

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KENT, G. C. <i>New Mexico and Wadham</i> , '30	Education
Department of Plant Pathology, Cornell University	
KERBY-MILLER, SINCLAIR <i>Oregon and Balliol</i> , '21. Mgr., Agricultural Workers Health Assoc., Calif.	Govt. Service
*KERN, E. E. <i>Maine and Trinity</i> , '11	Business
KEYS, NOEL <i>Kansas and Wadham</i> , '13. Professor of Educational Psychology, Univ. of California	Education
KIDDER, G. V. <i>Vermont and Wadham</i> , '23. Assoc. Professor of Classical Languages & Literature, Univ. of Vermont	Education
KIEFFER, PAUL <i>Maryland and Oriel</i> , '04. Kieffer and Killea, New York City	Law
KILLEFER, TOM <i>California and St. John's</i> , '39	Student
KIMBALL, PAUL C. <i>Utah and St. Catherine's</i> , '27. Sills, Minton & Co., Inc., Chicago, Ill.	Business
KIMBALL, PENN T. <i>Connecticut and Balliol</i> , '37. <i>PM</i> , New York	Journalism
KING, JAMES E., JR. <i>Florida and Balliol</i> , '37. Tutor, Dept. of Govt., Harvard University	Education
KINSOLVING, ARTHUR LEE <i>Virginia and Christ Church</i> , '20. Rector, Trinity Church, Princeton, N.J.	Ministry
KIRKPATRICK, J. H. <i>Alabama and Queen's</i> , '04 New York City	Law
KIRKWOOD, MURRAY D. <i>California and Balliol</i> , '34. International Tel. & Tel. Co., New York City	Business
KLINE, E. K. <i>Oklahoma and Pembroke</i> , '07 Professor of Modern Languages, Drew University, Madison, N.J.	Education
KLUCKHOHN, C. K. M. <i>Wisconsin and Corpus Christi</i> , '28. Assoc. Professor of Anthropology, Harvard University	Education

ALPHABETICAL LIST

KNAPP, J. BURKE, JR. <i>Oregon and St. John's</i> , '33. Investment Research, Brown Harriman & Co., Ltd., London	Business
KNAPPEN, M. M. <i>South Dakota and St. Edmund Hall</i> , '21. Professor of History, Michigan State College, East Lansing, Mich.	Education
KNOX, M. GORDON <i>Maryland and University</i> , '35. U.S. Consular Service	Govt. Service
KOREN, WILLIAM, JR. <i>New Jersey and Queen's</i> , '31. Asst. Prof. of History, Wells College, New York	Education
KORN, ALFONS <i>Oregon and Christ Church</i> , '27 Eugene, Oregon	
KRAUSS, RUSSELL <i>Utah and Exeter</i> , '23. Assoc. Prof. of English, N.J. State Teachers College, Montclair, N.J.	Education
KRUSKOPF, MARTIN <i>Alabama and University</i> , '39	Student
KURTZ, KENNETH <i>North Dakota and Exeter</i> , '30 Asst. Prof. of English, Black Mountain College, Black Mountain, N.C.	Education
KYLE, JOHN W. <i>Mississippi and Pembroke</i> , '13 Lawyer and member of Mississippi State Senate	Govt. Service
LACY, B. R., JR. <i>North Carolina and Worcester</i> , '07. President, Union Theological Seminary, Richmond, Va.	Education
LAFFITTE, L. S. <i>Florida and Exeter</i> , '13. Jacksonville, Florida	Medicine
LAMBERT, THOMAS F. <i>California and Jesus</i> , '36 Dean, Law School, Stetson Univ., DeLand, Florida	Education
LANCASTER, CHARLES M. <i>Alabama and Balliol</i> , '31. Asst. Prof. of Romance Languages, Vanderbilt University	Education

APPENDIX VI

LANGE, R. L. <i>Oklahoma and St. John's</i> , '10	Law
Lange, Simpson, Brantley and Robinson, Birmingham, Alabama	
LARSEN, J. A. O. <i>Iowa and Queen's</i> , '11. Prof. of History, University of Chicago	Education
LARSON, ARTHUR <i>South Dakota and Pembroke</i> , '32. Assoc. Prof. of Law, University of Tennessee	Law
LARSON, L. KEVILL <i>Wisconsin and Trinity</i> , '22 Sales Mgr., Weyerhaeuser Timber Co., New York	Business
LASCH, ROBERT <i>Nebraska and Oriel</i> , '28. Editorial Writer, Chicago Sun	Journalism
LATTIMORE, RICHMOND <i>Indiana and Christ Church</i> , '29. Assoc. Prof. of Greek, Bryn Mawr College	Education
LAUDE, HORTON M. <i>Kansas and Wadham</i> , '37 Asst. Prof. of Agronomy, Univ. of Arkansas	Education
LAYMAN, F. W. <i>Wyoming and Wadham</i> , '21 Casper, Wyoming	Law
LEE, ARMISTEAD M. <i>Virginia and Pembroke</i> , '38 Consular Service	Govt. Service
LEE, C. P., JR. <i>Arkansas and Exeter</i> , '33. Asst. Cultural Relations Attaché, Belgium and Luxembourg	Govt. Service
LEE, DUNCAN C. <i>Virginia and Christ Church</i> , '35. Donovan, Leisure, Newton and Lumbard, New York City	Law
LEE, OTIS H. <i>North Dakota and St. John's</i> , '24 Professor of Philosophy, Vassar College	Education
LEGENDRE, MORRIS <i>Louisiana and Brasenose</i> , '26. President various theatre and film organizations, Summerville, S.C.	Business
LEIGHTON, L. B. <i>Maine and Trinity</i> , '25. Lecturer in History, Union College, Schenectady, N.Y.	Education

ALPHABETICAL LIST

LEONARD, NELSON J. <i>Pennsylvania and Lincoln</i> , '37. Instructor in Chemistry, University of Illinois	Education
*LESTER, DRANE <i>Mississippi and St. John's</i> , '22	U.S. Army
LEVY, S. L. <i>Delaware and Hertford</i> , '11. Wilmington, Delaware	Law
LEWIS, C. BERNARD <i>Rhode Island and Wadham</i> , '36. Science Museum, Institute of Jamaica, B.W.I.	Curator
LEWIS, R. E. <i>Utah and Exeter</i> , '20. Freston and Files, Los Angeles, Calif.	Law
LEWIS, WILLARD D. <i>Georgia and Wadham</i> , '35 Bell Telephone Co., New York City	Research
LIGHT, FRANK <i>New Mexico and Hertford</i> , '08 President, American National Bank, Silver City, N.M.	Banking
LINCOLN, EDMOND E. <i>Ohio and Lincoln</i> , '08 E. I. duPont de Nemours & Co., Wilmington, Del.	Business
LINCOLN, G. A. <i>New York and Magdalen</i> , '29	U.S. Army
LINDLEY, ERNEST K. <i>Idaho and Pembroke</i> , '20 Chief of Washington Bureau, <i>Newsweek</i>	Journalism
LINDQUIST, EMORY <i>Kansas and Jesus</i> , '30. President, Bethany College, Lindsborg, Kansas	Education
LINGELBACH, W. E., JR. <i>Pennsylvania and New College</i> , '26. Morgan, Lewis and Bockius, Philadelphia, Pa.	Law
LIPPITT, VERNON G. <i>Massachusetts and Trinity</i> , '39. Asst. Prof. of Electrical Engineering, Northwestern Technological Inst., Evanston, Ill.	Education
LITTELL, NORMAN M. <i>Indiana and Christ Church</i> , '20. Washington, D.C.	Law
LITTLE, JOSEPH C. <i>Indiana and Brasenose</i> , '17 Jones, Day, Cockley and Reavis, Cleveland	Law

APPENDIX VI

LLOYD, E. RUSSELL <i>West Virginia and Wadham</i> , '05.	Business
Consulting Geologist, Midland, Texas	
LOCKE, ALAIN <i>Pennsylvania and Hertford</i> , '07	Education
Professor of Philosophy, Howard University, Washington, D.C.	
LOCKWOOD, PRESTON <i>Mississippi and Exeter</i> , '13	Business
President, Brewster Aeronautical Corp., Long Island City, N.Y.	
LOCKWOOD, W. M. <i>Vermont and Wadham</i> , '28	Banking
Vice-President & Trust Office, Howard Natl. Bank & Trust Co., Burlington, Vt.	
LOGAN, HARLAN <i>Indiana and Lincoln</i> , '28.	Journalism
Editor & Genl. Mgr., <i>Look Magazine</i> , New York City	
LOOMIS, R. S. <i>Massachusetts and New College</i> , '10.	Education
Assoc. Prof. of English, Columbia University	
LOTTINVILLE, SAVOIE <i>Oklahoma and St. Catherine's</i> , '29.	Publishing
Director, University of Oklahoma Press, Norman, Okla.	
LOVITT, JOHN V. <i>Pennsylvania and Christ Church</i> , '20.	Law
Ballard, Spahr, Andrews and Ingersoll, Philadelphia, Pa.	
LOWDERMILK, W. C. <i>Arizona and Wadham</i> , '11	Govt. Service
Assoc. Chief, Soil Conservation Service, Dept. of Agriculture	
LOWRY, E. G., JR. <i>Maryland and Balliol</i> , '26	Business
Treas., E. R. Squibb & Sons, New York City	
LUMB, H. C. <i>South Dakota and Brasenose</i> , '33	Law
Jones, Day, Cockley and Revis, Cleveland, Ohio	
LUTTRELL, JOHN MORTER <i>Oklahoma and Mer-ton</i> , '38.	Law
Norman, Okla.	
*LYANS, C. K. <i>Oregon and Worcester</i> , '10.	Education
Professor of Social Sciences	

ALPHABETICAL LIST

LYON, E. WILSON	<i>Mississippi and St. John's</i> , '25	Education
	President, Pomona College, Claremont, Calif.	
LYMAN, E.	<i>Vermont and Trinity</i> , '11. Retired	Education
LYTLE, R.	<i>RIDGELEY New York and Merton</i> , '14	Ministry
	Clergyman, New York City	
MACBRIDE, THOMAS HUSTON	<i>Washington and Christ Church</i> , '35	Student
*MACEACHIN, T. C.	<i>Florida and Worcester</i> , '23	Business
MACINTYRE, M. A.	<i>Massachusetts and Brase-nose</i> , '29. Pruitt and MacIntyre, New York City	Law
MACNEILLE, H. M.	<i>New Jersey and Balliol</i> , '28	Education
	Professor of Mathematics, Kenyon College, Gambier, Ohio	
MACOMBER, J. H., JR.	<i>Vermont and Wadham</i> , '25. Burlington, Vt.	Law
MACVICAR, R. W.	<i>Wyoming and Lincoln</i> , '39	Student
MADDEN, J. G.	<i>Missouri and Wadham</i> , '19. Madden, Freeman and Madden, Kansas City, Mo.	Law
MADDOX, WILLIAM P.	<i>Maryland and Hertford</i> , '22. Assoc. Prof. of Pol. Sci., University of Pennsylvania	Education
MAGUIGAN, W. H.	<i>Delaware and Pembroke</i> , '35	Business
	Allied Chemical & Dye Corp., Buffalo, N.Y.	
MAHAFFIE, C. D.	<i>Oklahoma and St. John's</i> , '05	Govt. Service
	Interstate Commerce Commission, Washington	
MAIER, W. J., JR.	<i>Massachusetts and Balliol</i> , '22	Law
	Charleston, W.Va.	
MALAM, C. F.	<i>Vermont and New College</i> , '29	
MALLERY, R. D.	<i>New Mexico and Hertford</i> , '29	Education
	Instructor in English, New York University	
*MANY, R. C.	<i>Louisiana and Queen's</i> , '05	
MARCH, M. L.	<i>Indiana and Exeter</i> , '14. Asst. Vice-President, City Natl. Bank & Trust Co., Chicago	Banking

APPENDIX VI

*MARSH, A. H. <i>Nebraska and Keble</i> , '05	Ministry
MARTIN, JOHN B. <i>New Hampshire and Oriel</i> , '31. Ohio Department of Commerce	Govt. Service
MASON, EDWARD S. <i>Kansas and Lincoln</i> , '19 Professor of Economics, Harvard University	Education
MATHER, E. O. <i>Texas and Lincoln</i> , '27. Exec. Dir., Milk Dealers' Assoc. of Metropolitan New York, Inc.	Business
MATTHIESSEN, F. O. <i>Connecticut and New Col- lege</i> , '23. Professor of History and Literature, Harvard University	Education
MAYO, T. F. <i>Mississippi and St. John's</i> , '14. Pro- fessor of English, Texas A. and M. College, College Station	Education
MAYOR, A. H. <i>New Jersey and Christ Church</i> , '23. Print Dept., Metropolitan Museum of Art, New York City	Curator
MCBAINE, T. H. <i>California and Lincoln</i> , '34 Turner and McBaine, Washington, D.C.	Law
*MCBRIDE, D. R. <i>Kansas and Lincoln</i> , '18. In- structor in History	Education
McCAIN, S. A. <i>Arkansas and Exeter</i> , '27. Corn Products Refining Co., New York City	Law
*McCARLEY, T. T. <i>Mississippi and Merton</i> , '08	Law
McCLASKEY, E. K. <i>Washington and Exeter</i> , '34 National Labor Relations Board, Seattle, Wash.	Govt. Service
*McCLERNAN, T. J. A. <i>Wisconsin and Trin- ity</i> , '08	
McCLOY, S. T. <i>Arkansas and Pembroke</i> , '19 Prof. of History, University of Kentucky, Lexington	Education
McCONNELL, LESLIE GRANT, JR. <i>Oregon and Corpus Christi</i> , '38. Instructor, Mount Hol- yoke College	Education

ALPHABETICAL LIST

McCORMACK, JAMES, JR. <i>Louisiana and Hertford</i> , '32	U.S. Army
McDONALD, RUSSELL W. <i>Nevada and St. John's</i> , '38	Student
McDONOUGH, J. J. <i>Illinois and Hertford</i> , '28 Asst. Cashier, Harris Trust & Savings Bank, Chicago	Banking
McDOUGAL, MYRES S. <i>Mississippi and St. John's</i> , '27. Professor of Law, Yale University	Law
MC EWAN, WILLIAM S. <i>Utah and Lincoln</i> , '38	Student
McGEE, R. E. <i>Tennessee and Queen's</i> , '29. Asst. Prof. of English, Bates College, Lewiston, Maine	Education
McGHEE, GEORGE C. <i>Oklahoma and Queen's</i> , '34. DeGolyer, MacNaughton & McGhee, Dallas, Texas	Business
McGILL, E. R. <i>Florida and Christ Church</i> . '26 Advertising	Business
McGOVERN, T. A. <i>At-Large, Balliol</i> , '29. Reed, Truslow, Crane and deGive, New York City	Law
McGOWAN, F. P. <i>South Carolina and Brasenose</i> , '18. Farm Credit Administration of Columbia, S.C.	Govt. Service
McGOWIN, EARL M. <i>Alabama and Pembroke</i> , '22. Vice-President, W. T. Smith Lumber Co., Inc., Chapman, Ala.	Business
McGRATH, THOMAS <i>North Dakota and New College</i> , '39. Instructor in English, Colby College, Waterville, Maine	Education
McHENDRIE, A. D. <i>Colorado and Brasenose</i> , '28. Denver, Colorado	Law
McKENZIE, WILFRED <i>Georgia and Oriel</i> , '39	Student
McLANE, J. R. <i>New Hampshire and Magdalen</i> , '07. McLane, Davis and Carleton, Manchester, N.H.	Law

APPENDIX VI

McLARTY, F. G. <i>North Carolina and New College</i> , '27. Asst. Professor of Philosophy, Duke University	Education
McLAUGHLIN, T. O. <i>Oklahoma and Merton</i> , '18. Sales Executive, Chevrolet Motor Div., General Motors, Detroit, Mich.	Business
*MCLEAN, McD. K. <i>Texas and Christ Church</i> , '10	Medicine
*McMILLAN, A. L. <i>South Dakota and Merton</i> , '20	Law
McMILLEN, THOMAS ROBERTS <i>Illinois and Magdalen</i> , '39	Student
McQUILKIN, W. W. <i>New Jersey and Balliol</i> , '29. Director, Bausch & Lomb Optical Co., Rochester, N.Y.	Business
McRAE, W. A. <i>Florida and Christ Church</i> , '33	Law
Professor of Law, University of Florida	
MEANS, P. B. <i>Nebraska and St. John's</i> , '16. Professor of Religion, University of Oregon, Eugene, Ore.	Education
MEANS, THOMAS <i>Connecticut and Merton</i> , '11	Education
Professor of Classics, Bowdoin	
MEISSNER, MILTON <i>Pennsylvania and Exeter</i> , '33. Asst. to Vice-President, Westinghouse Electric Corp., Pittsburgh, Pa.	Business
MENDENHALL, T. C. II <i>Wisconsin and Balliol</i> , '33. Asst. Professor of History & Asst. to Provost, Yale University	Education
MERILLAT, H. L. <i>Arizona and Merton</i> , '35	Journalism
<i>Time</i> magazine	
MERRIAM, H. G. <i>Wyoming and Lincoln</i> , '04	Education
Professor of English, University of Montana, Missoula, Mont.	
MERRILL, J. L. <i>California and Christ Church</i> , '24. The Merrill Company, San Francisco, Calif.	Business

ALPHABETICAL LIST

MERRILL, R. V. <i>Illinois and Balliol</i> , '13.	Asst. Prof. of French, University of Chicago	Education
MESERVEY, A. B. <i>New Hampshire and New College</i> , '08.	Dartmouth College, Hanover, N.H.	Education
METZGER, F. D. <i>Washington and Wadham</i> , '08	Metzger, Blair and Gardner, Tacoma, Wash.	Law
*MICHELET, R. H. <i>New Hampshire and Brase-nose</i> , '34		
MILLEN, W. B. <i>Iowa and Pembroke</i> , '08.	Stroud and Company, New York City	Business
MILLER, DOUGLAS <i>Colorado and Lincoln</i> , '16	Liaison Officer for OWI	Govt. Service
MILLER, FRANCIS PICKENS <i>New York and Trinity</i> , '19.	Organization Executive, Fairfax, Va.	Research
MILLER, G. J. <i>Florida and Christ Church</i> , '30		Law
MILLER, L. REX <i>Kansas and Merton</i> , '16.	Radio News Commentator, Los Angeles	Radio
MILLER, RAY <i>Kansas and Lincoln</i> , '35.	Arlington, Va.	
MILLS, W. P. <i>South Carolina and Christ Church</i> , '07.	American Presbyterian Mission, Nanking, China	Missionary
*MIMS, EDWIN, JR. <i>Tennessee and Oriel</i> , '23	Professor of American History, Sarah Lawrence College, Bronxville, N.Y.	Education
MITCHELL, F. K. <i>Mississippi and Oriel</i> , '21.	As- soc. Prof. of English, Duke University, Durham, N.C.	Education
MITCHELL, GEORGE S. <i>Virginia and Balliol</i> , '26	Regional Director, CIO	Labor Union Official
MITCHELL, H. H. <i>Connecticut and Exeter</i> , '39	Milbank, Tweed & Hope, N.Y.C.	Law
MITCHELL, H. S. <i>Minnesota and New College</i> , '05.	Minneapolis, Minn.	Law

APPENDIX VI

MOCK, CLARK L. <i>Ohio and Hertford</i> , '19. Exec. Secy., Baltimore Family and Children's Society, Maryland	Social Work
MOCK, J. E. <i>Arizona and Keble</i> , '27. Story Editor, Hall Wallis Productions, Inc., Hollywood, Calif.	Journalism
MOE, H. A. <i>At-Large, Brasenose</i> , '19. Secretary-General, Guggenheim Foundation	Educational Foundation
MOHLER, F. M. <i>Kansas and St. John's</i> , '05. Retired	Education
MOISE, E. W. <i>Georgia and Christ Church</i> , '11 Moise, Post and Gardner, Atlanta, Ga.	Law
MOLLOY, ROBERT T. <i>New York and New College</i> , '39. Milbank, Tweed & Hope, New York City	Law
MONAGHAN, B. A. <i>Alabama and New College</i> , '37. Bradley, Baldwin, All & White, Birmingham, Ala.	Law
MOORE, A. P. <i>Florida and Christ Church</i> , '20 Director of the Arts Division, Adelphi College, New York	Education
MOORE, HUDSON, JR. <i>Colorado and Lincoln</i> , '27 President, The Walter S. Cheesman Realty Co., Denver, Colo.	Business
MOORE, ROBERT C. <i>North Dakota and St. John's</i> , '34. Radio Engineer, Philco Radio & Television Corp., Philadelphia, Pa.	Business
MORAN, H. A. <i>California and Wadham</i> , '05. Director of Religious Education, Cornell University. Retired	Ministry
MORGAN, BREWSTER <i>Kansas and St. Edmund Hall</i> , '27. Columbia Broadcasting Co., New York City	Radio
MORLEY, CHRISTOPHER <i>Maryland and New College</i> , '10. Author, Roslyn Heights, N.Y.	Author

ALPHABETICAL LIST

MORLEY, FELIX M. <i>Maryland and New College</i> , '17. Editor, <i>Human Events</i> , Washington, D.C.	Journalism
MORLEY, FRANK V. <i>Maryland and New College</i> , '19. Editor, Harcourt, Brace & Co., Inc., New York City	Publishing
*MORRIS, G. C. <i>Arkansas and Pembroke</i> , '08	Law
*MORROW, McKEEN F. <i>Idaho and Worcester</i> , '07	Law
MOSELEY, E. F. <i>South Carolina and Wadham</i> , '20. Rector, St. Mary's Episcopal Church, Kinston, N.C.	Ministry
MOSELEY, JOHN O. <i>Oklahoma and Merton</i> , '17 President, University of Nevada, Reno	Education
*MOSELEY, T. J. <i>Texas and St. John's</i> , '08. Editor, <i>U.S. Forest Products Magazine</i>	Journalism
MOW, B. M. <i>Idaho and Jesus</i> , '14. India	Missionary
MUIR, ROBERT M. <i>Wyoming and Lincoln</i> , '38	Student
MUNDY, WILLIAM S., JR. <i>Virginia and St. John's</i> , '35. Lynchburg, Va.	Law
MURPHREE, A. A., JR. <i>Florida and Keble</i> , '29 Asst. Prof. of English, University of Florida, Gainesville	Education
MURRAY, E. W. <i>Kansas and St. John's</i> , '04. Vice-President, Appleton & Cox, Inc., New York City	Business
NAHM, M. C. <i>New Mexico and Hertford</i> , '26 Assoc. Prof. of Philosophy, Bryn Mawr College	Education
NASH, VERNON <i>Missouri and Oriel</i> , '16. Associated Executives Clubs, N.Y.C.	Lecturer
NASH, WILLIAM <i>Arkansas and Jesus</i> , '28. Rose, Loughborough, Dobyns and House, Little Rock, Ark.	Law
NASON, JOHN W. <i>Minnesota and Oriel</i> , '28 President, Swarthmore College	Education

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NATESTAD, H. D. <i>South Dakota and Brasenose</i> , '17. Staff Asst. to Operations Mgr., Standard Oil of Ohio, Euclid, Ohio	Business
NAUGLE, ELBERT <i>Texas and New College</i> , '16 Asst. Treasurer, Beech Aircraft Corp., Wichita, Kan.	Business
NELSON, CLAUD D. <i>Arkansas and Pembroke</i> , '10 General Secy., Y.M.C.A. Italy	Y.M.C.A.
NELSON, D. T. <i>North Dakota and New College</i> , '14. Prof. of English, Luther College, Decorah, Iowa	Education
NELSON, JAMES R. <i>Iowa and Wadham</i> , '36 Econ. Analyst, Stevens, Scudder & Clark, Boston	Business
NEWHALL, PARKER <i>Connecticut and Magdalen</i> , '16. Rathbone, Perry, Kelley and Drye, New York City	Law
NEWTON, C. E. <i>New Hampshire and Brasenose</i> , '20. President, Chesapeake & Ohio Ry. Co., Cleveland, Ohio	Business
NICHOLS, WILLIAM I. <i>Massachusetts and Balliol</i> , '26. Editor, <i>This Week Magazine</i> , New York City	Journalism
NIELSEN, WALDEMAR <i>Missouri and Brasenose</i> , '39	Student
NILES, E. A. <i>New Hampshire and Christ Church</i> , '17. Cadwalader, Wickersham and Taft, New York City	Law
NILES, E. H. <i>Maryland and Hertford</i> , '13. Judge of Supreme Bench of Baltimore City, Maryland	Law
NIXON, PAUL <i>Connecticut and Balliol</i> , '04. Dean and Professor of Latin, Bowdoin College, Brunswick, Me.	Education

ALPHABETICAL LIST

NOBLE, G. B. <i>Washington and Worcester</i> , '13	Education
Professor of Political Science, Reed College, Portland, Ore.	
NORVELL, G. W. <i>South Dakota and Queen's</i> , '07	Education
State Supervisor of English, Albany, N.Y.	
NORWOOD, J. E. <i>South Carolina and Christ Church</i> , '21. Professor of English, University of South Carolina, Columbia, S.C.	Education
NUGENT, R. L. <i>Arizona and Hertford</i> , '23. Pro- fessor of Chemistry and Dean, University of Arizona, Tucson	Education
NUNN, GUY T. <i>California and Merton</i> , '37	Student
NUTTING, W. D. <i>Iowa and Keble</i> , '21. Assoc. Professor of History, University of Notre Dame	Education
OAKES, JOHN B. <i>New York and Queen's</i> , '34	Journalism
Washington, D.C. Post	
O'BRYAN, DERIC <i>New Mexico and New Col- lege</i> , '36. Archaeologist, New Mexico	Research
OCHELTREE, J. B. <i>Nevada and Exeter</i> , '26. For- eign Service Officer, Department of State	Govt. Service
OLMSTED, J. M. D. <i>Vermont and Queen's</i> , '08	Education
Professor of Physiology, Medical School, Univ. of California	
OLMSTED, J. W. <i>California and Magdalen</i> , '25	Education
Assoc. Professor of History, Univ. of Calif. at Los Angeles	
ORMOND, A. H. <i>New Jersey and Oriel</i> , '10. Lehl- bach and Ormond, Newark, N.J.	Law
OSBORNE, J. I. <i>Indiana and Christ Church</i> , '11	Education
Professor of English, Wabash College, Craw- fordsville, Ind.	
OSLER, CHESTER A. <i>New Jersey and Oriel</i> , '23	Govt. Service
Asst. to Director, State Reconstruction & Re- employment Comm., Calif.	

APPENDIX VI

OVERMYER, CALVIN J. <i>Michigan and Oriel</i> , '19	Business
Elliott Paint and Varnish Co., Chicago	
PACKARD, A. W. <i>Rhode Island and Merton</i> , '25	Education
Executive Assistant to John D. Rockefeller, Jr.	
*PAGE, HENRY A., III <i>North Carolina and Christ Church</i> , '35	
PAGE, THORNTON L. <i>Connecticut and Magdalene</i> , '34.	Education
Instructor in Astrophysics, Univ. of Chicago	
PAKKALA, M. H. <i>Montana and Jesus</i> , '29.	Business
Carnegie Illinois Steel Corp., Pittsburgh, Pa.	
PALMER, JAMES E. <i>Louisiana and Exeter</i> , '37	Education
Instructor in English, Louisiana State University	
PALMER, T. M. <i>Florida and Christ Church</i> , '18	Medicine
Jacksonville, Florida	
PARADISE, S. H. <i>Connecticut and Balliol</i> , '14	Education
Instructor in English, Phillips Academy, Andover, Mass.	
PARGELLIS, STANLEY M. <i>Nevada and Exeter</i> , '18	Education
Librarian, Newberry Library, Chicago, Ill.	
PARKER, C. S., JR. <i>Missouri and Oriel</i> , '27.	Banking
Vice-President, Continental Bank and Trust Co., New York City	
PARKER, E. M. <i>Utah and Balliol</i> , '31.	U.S. Army
U.S. Engineers Corps	
PARKER, N. K. <i>New Hampshire and Magdalene</i> , '26.	Business
Kay, Richards and Company, Pittsburgh, Pa.	
PARSONS, CRITCHELL <i>New Mexico and Keble</i> , '32.	Business
Socony-Vacuum Oil Co.	
PATRICK, R. B. <i>Iowa and Exeter</i> , '27.	Banking
Financial Secretary, Bankers Life Company, Des Moines, Iowa	

ALPHABETICAL LIST

PATTERSON, JERE W. <i>Illinois and Magdalen</i> , '38	Business
Chicago Metal Hose Corp., Maywood, Ill.	
PATTON, F. L. <i>Ohio and Pembroke</i> , '13. Professor of Economics, Hamilton College, Clinton, N.Y.	Education
PAUL, J. ROBERTSON <i>South Carolina and Christ Church</i> , '13. President, Paul Motor Company, Inc., Charleston, S.C.	Business
PAYSON, HAROLD, JR. <i>Rhode Island and Hartford</i> , '32	U.S. Navy
PEAL, W. H. <i>Kentucky and Exeter</i> , '22. Chadboune, Wallace, Parke and Whiteside, New York City	Law
PEARL, W. A. <i>Michigan and Oriel</i> , '16. Financial Consultant, New York City	Business
PEASE, SHERMAN L. <i>Minnesota and New College</i> , '35. Shell Oil Co., Inc., California	Business
PELL, WALDEN, II <i>New York and Christ Church</i> , '23. Headmaster, St. Andrew's School, Middletown, Del.	Education
PELZ, EDWARD J. <i>Colorado and Brasenose</i> , '39	Student
PENDLETON, JOHN W. <i>Virginia and St. John's</i> , '32. Asst. Prof. of Engineering, Univ. of Rochester	Education
PENFIELD, W. G. <i>New Jersey and Merton</i> , '14 Director of Montreal Neurological Institute, McGill Univ.	Medicine
PENNIMAN, T. K. <i>Vermont and Trinity</i> , '17 Pitt Rivers Museum, Oxford, England	Curator
PERKINS, HAVEN P. <i>Massachusetts and Queen's</i> , '23. Field Organizer, CIO	Labor Union Official
PERRY, THOMAS L., JR. <i>North Carolina and Christ Church</i> , '37	Medicine
PETERS, R. H. <i>Nebraska and Christ Church</i> , '21 Managing Editor, Seattle <i>Post Intelligencer</i> , Seattle, Wash.	Journalism

APPENDIX VI

PETTEGROVE, J. P. <i>Maine and Merton</i> , '31. State Teachers College, Montclair, N.J.	Education
PFAFFMANN, CARL P. <i>Rhode Island and New College</i> , '35. Instructor in Psychology, Brown University	Education
PFANN, G. R. <i>Ohio and Brasenose</i> , '26. Edwards and Smith, New York City	Law
PFLAUMER, R. E. <i>New Jersey and Lincoln</i> , '34 Asst. Sales Mgr., Resinous Products & Chemical Co., Philadelphia, Pa.	Business
PHILLIPS, J. D. <i>West Virginia and Christ Church</i> , '30. Hall, Paul and Phillips, Wheeling, W.Va.	Law
PIFER, C. A. <i>Indiana and Pembroke</i> , '08. Manager, Industrial Papers Division, Crocker Burbank & Co., Assoc., Fitchburg, Mass.	Business
*PIPKIN, C. W. <i>Arkansas and Exeter</i> , '22. Professor of Government	Education
PIRANIAN, GEORGE <i>Utah and Hertford</i> , '37. Instructor in Mathematics, University of Michigan	Education
PIRIE, J. C. <i>Nebraska and Merton</i> , '31. Pan American Airways, New York City	Law
PLATT, R. CLINTON <i>Michigan and Hertford</i> , '05 Chairman, History Department, Morgan Park College, Chicago, Ill.	Education
POE, L. HARVEY, JR. <i>Virginia and Christ Church</i> , '39. Cravath, Swaine & Moore, New York City	Law
POLLARD, S. D. <i>Massachusetts and Balliol</i> , '32 Professor of Economics, University of California	Education
POLLOCK, HERBERT C. <i>Virginia and Balliol</i> , '34 Physicist, Research Lab., General Electric Co.	Research
PONTIUS, R. B. <i>Idaho and Jesus</i> , '33. Carbide and Carbon Chemicals Corp., N.Y.	Research

ALPHABETICAL LIST

POOLE, WILLIAM	<i>Delaware and Brasenose</i> , '30	Law
	Wilmington, Delaware	
PORTER, D. R.	<i>Maine and Trinity</i> , '04. Director of Education, War Prisoners Aid, World Committee of Y.M.C.A.	Y.M.C.A.
PORTER, E. F.	<i>North Dakota and Queen's</i> , '13 Porter and Casas, Havana, Cuba	Law
POST, ALLEN	<i>Georgia and Pembroke</i> , '27. Moise, Post and Gardner, Atlanta, Ga.	Law
POST, L. A.	<i>Pennsylvania and New College</i> , '13 Professor of Greek, Haverford College, Pa.	Education
POTTER, F. M.	<i>New Jersey and Christ Church</i> , '08. Corresponding Secretary and Treasurer, Board of Foreign Missions, Reformed Church in America	Religious Work
POWERS, I. C.	<i>Kentucky and St. John's</i> , '19. Gibson, Dunn and Crutcher, Los Angeles, Calif.	Law
POWERS, J. H.	<i>Maine and Trinity</i> , '20. Coopers-town, N.Y.	Medicine
PRENTICE, WILLIAM C. H.	<i>Virginia and University</i> , '37. Instructor in Psychology, The Johns Hopkins University, Baltimore, Md.	Education
PRICE, BENJAMIN M.	<i>New Jersey and Wadham</i> , '04. Pope and Ballard, Chicago, Ill.	Law
PRICE, DON K., JR.	<i>Tennessee and Merton</i> , '32 Bureau of the Budget, Washington, D.C.	Govt. Service
PRICE, KARL R.	<i>Tennessee and Merton</i> , '37	Student
PRICHARD, S. V. O.	<i>California and St. John's</i> , '16 County Counsel, Los Angeles, California	Law
PRICKETT, WILLIAM	<i>Delaware and Trinity</i> , '14 Wilmington, Delaware	Law
PRITCHARD, EARL H.	<i>Washington and Oriel</i> , '30 Professor of History, Wayne University, Detroit	Education

APPENDIX VI

PRUITT, R. D. <i>Kansas and Oriel</i> , '33.	Mayo Clinic, Rochester, Minnesota	Medicine
*PUTNAM, G. E. <i>Kansas and Christ Church</i> , '08	Swift and Company, Chicago	Business
QUIGLEY, H. S. <i>Minnesota and Hertford</i> , '11	Professor of Political Science, University of Minnesota	Education
RAILSBACK, L. G. <i>Washington and Lincoln</i> , '05	Braley and Graham, Inc., Portland, Ore.	Business
RAND, OSCAR R. <i>North Carolina and Oriel</i> , '08	Hq. 6th Service Command, Chicago	U.S. Army
RANEY, W. F. <i>Nebraska and Hertford</i> , '10.	Professor of European History, Lawrence College	Education
RANSOM, J. C. <i>Tennessee and Christ Church</i> , '10	Professor of Poetry, Kenyon College	Education
RAY, J. V. <i>West Virginia and Christ Church</i> , '14	Payne, Minor and Ray, Charleston, W.Va.	Law
*READ, A. K. <i>Louisiana and Christ Church</i> , '04		
READ, A. W. <i>Iowa and St. Edmund Hall</i> , '28	Graduate Division, Brooklyn College	Education
REESE, A. I. <i>Nebraska and Lincoln</i> , '19.	Legal Department, Provident Mutual Life Ins. Co., Philadelphia, Pa.	Law
REID, A. G. <i>Colorado and Merton</i> , '08.	President, Buena Packing & Supply Co., Buena, Washington	Business
REID, F. A. <i>Virginia and Queen's</i> , '08.	Reid and Priest, 2 Rector Street, New York City	Law
RHEA, E. M. <i>Florida and Pembroke</i> , '27.	Pittsburgh, Pa.	Law
RHOADS, O. B. <i>Pennsylvania and New College</i> , '25.	Barnes, Dechert, Price and Smith, Philadelphia	Law

ALPHABETICAL LIST

RICE, JOHN A., JR. <i>Louisiana and Queen's</i> , '11	Author
Charleston, S.C.	
RICE, P. B. <i>Indiana and Balliol</i> , '25. Professor of Philosophy, Kenyon College	Education
RICHARDS, J. M. <i>North Carolina and Christ Church</i> , '23. President and Professor of Practical Theology, Columbia Theological Seminary, Decatur, Ga.	Education
RICHARDSON, DONOVAN <i>New Mexico and Hartford</i> , '18. <i>Christian Science Monitor</i> , Boston, Mass.	Journalism
RICHARDSON, R. M. D. <i>New Jersey and Christ Church</i> , '16. Root, Clark, Buckner and Balfantine, New York City	Law
RIDEOUT, J. G. <i>Maine and St. Edmund Hall</i> , '36. Instructor in English, Wells College, N.Y.	Education
RIGGS, L. H. <i>South Dakota and Lincoln</i> , '13 Director, Dept. of Musical Sciences, Ward Belmont School, Nashville, Tenn.	Education
RINAKER, S. M. <i>Nebraska and Balliol</i> , '07. Gal lagher, Rinaker, Wilkinson and Hall, Chicago, Ill.	Law
ROBERTS, EDWARD N. <i>Wyoming and Exeter</i> , '10 Research Chemist, Standard Oil Co., Whiting, Ind.	Research
ROBERTS, HENRY L. <i>Colorado and Balliol</i> , '39	Student
ROBERTSON, A. C. <i>Connecticut and Exeter</i> , '28	
ROBERTSON, W. E. <i>Oklahoma and Merton</i> , '24 Robertson and Deupree, Oklahoma City	Law
ROBINS, T. E. <i>Pennsylvania and Christ Church</i> , '04. Resident Director, British South Africa Co., Rhodesia, Africa	Business
ROBINSON, DWIGHT E., JR. <i>Connecticut and Magdalen</i> , '36. Dept. of Economics, Columbia Univ.	Education

APPENDIX VI

ROCKEY, ORDEAN <i>Pennsylvania and Queen's</i> , '17	Govt. Service
U.S. Dept. of Labor	
RODGERS, J. J. <i>Alabama and Jesus</i> , '08	
ROGERS, F. W. <i>Arizona and Exeter</i> , '14. Asst.	Education
Professor of Mathematics, University of Cincinnati	
ROGERS, L. H. <i>Wyoming and Christ Church</i> , '31	Business
Dallas, Texas	
ROGERS, W. McM. <i>Mississippi and St. John's</i> , '11	Law
Bradley, Baldwin, All and White, Birmingham, Ala.	
*ROLLINS, A. E. <i>Wisconsin and Worcester</i> , '05	Publishing
Managing Editor, <i>Comptons Encyclopaedia</i>	
ROSA, R. V. <i>Michigan and Magdalen</i> , '39. Assistant in Economics, M.I.T., Cambridge, Mass.	Education
ROSEBOROUGH, W. A. <i>Oregon and Christ Church</i> , '24. Gleaves and Roseborough, New York City	Law
Ross, G. T. <i>Wyoming and Exeter</i> , '26. President, Aircraft Plastics Corp., New York City	Business
Ross, JAMES A., JR. <i>New York and University</i> , '22. Prof. of Economics, Syracuse University	Education
ROSTOW, W. W. <i>Connecticut and Balliol</i> , '36	Research
National Bureau of Economic Research	
RUCH, T. C. <i>Oregon and Wadham</i> , '28. Asst.	Education
Prof. of Physiology, Yale University School of Medicine	
*RUSHTON, W. <i>Alabama and Trinity</i> , '16	
RUSK, DEAN <i>North Carolina and St. John's</i> , '31	Education
Assoc. Prof. of History & Govt., Mills College, Oakland, Calif.	
RUSSELL, F. F. <i>New York and Brasenose</i> , '11	Law
Russell, Shevlin and Russell, New York	
RYPINS, S. I. <i>Minnesota and Hertford</i> , '14. Professor of English, Brooklyn College, Brooklyn, N.Y.	Education

ALPHABETICAL LIST

SABIN, S. H. <i>South Dakota and Queen's</i> , '27	Law
Pacific Molasses Co., Ltd., New York City	
SACHSE, WILLIAM L. <i>Connecticut and Balliol</i> , '35. Asst. Prof. of History, Univ. of Wisconsin	Education
SAGMASTER, J. W. <i>Ohio and Lincoln</i> , '25. Assoc. Editor, Cincinnati <i>Times-Star</i>	Journalism
*ST. CLAIR, A. L. <i>Nevada and Wadham</i> , '07	
ST. CLAIR, DAVID <i>Oklahoma and Queen's</i> , '33	Business
Freeport Sulphur Co., New York City	
ST. JOHN, J. H. <i>Iowa and Merton</i> , '14. Prof. of History, Miami University, Oxford, Ohio	Education
SALTZMAN, C. E. <i>Maryland and Magdalen</i> , '25	Business
Vice-Pres. and Secy., New York Stock Exchange, New York City	
SAMS, R. S. <i>Georgia and Merton</i> , '25. MacDougald, Troutman and Arkwright, Atlanta, Ga.	Law
SANDELIUS, W. E. <i>Idaho and Wadham</i> , '18	Education
Professor of Political Science, Univ. of Kansas, Lawrence	
SANDERS, A. G. <i>Texas and Magdalen</i> , '07. Professor of Romance Languages, Millsaps College, Jackson, Miss.	Education
SANDERS, D. H. <i>Indiana and Brasenose</i> , '22. Vice-President and Secretary, Sanders Lumber Co., South Bend, Ind.	Business
SANDUSKY, O. E. <i>Washington and Exeter</i> , '24	Education
Assoc. Dir. of Biological Laboratories, Dept. of Biology, Harvard	
*SANT, W. W. <i>Ohio and Lincoln</i> , '14. Y.M.C.A. work	Y.M.C.A.
SARGEANT, H. H. <i>New Hampshire and Oriel</i> , '32. Exec. Secy., The National Science Fund, N.Y.C.	Educational Foundation

APPENDIX VI

*SAUNDERS, JOHN M. <i>Washington and Magdalene</i> , '18. Film Writer	Author
*SCHAEFFER, J. N. <i>Pennsylvania and Oriel</i> , '05 Professor of Greek	Education
*SCHELLENS, R. <i>Pennsylvania and Christ Church</i> , '08	Business
SCHETTLER, P. D. <i>Utah and Lincoln</i> , '29. Investment Analyst, Walker Bank & Trust Co., Salt Lake City, Utah	Banking
*SCHIMMELPFENNIG, IRVIN R. <i>Nebraska and Lincoln</i> , '30	U.S. Army
SCHLATTER, R. B. <i>Massachusetts and Merton</i> , '34. Faculty Instructor, Adams House, Harvard	Education
SCHMITT, B. E. <i>Tennessee and Merton</i> , '05 Division of Research and Publication, Department of State, Washington	Govt. Service
*SCHOLZ, R. F. <i>Wisconsin and Worcester</i> , '04 College President	Education
SCHUTT, W. E. <i>New York and Brasenose</i> , '04 Los Angeles, California	Author
SCOFIELD, RICHARD H. <i>At-Large, Corpus Christi</i> , '21. St. John's College, Annapolis, Md.	Education
SCOON, ROBERT <i>New York and Merton</i> , '07 Professor of Philosophy, Princeton University	Education
SCOTT, J. P. <i>Wyoming and Lincoln</i> , '30. Professor of Zoology, Wabash College, Crawfordsville, Ind.	Education
SCOTT, L. A. <i>Massachusetts and Jesus</i> , '28. Playwright, Screen Writer and Producer, Vanguard Films	Writer
SCOTT, N. D. <i>Iowa and Merton</i> , '16. E. I. du Pont de Nemours & Co., Niagara Falls, N.Y.	Research
SCOTTEN, A. F. <i>California and Balliol</i> , '30. Civil Service Commission, Pasadena, Calif.	Govt. Service

ALPHABETICAL LIST

SEAGER, J. B. <i>ALLAN Michigan and Oriel</i> , '30 Asst. Prof. of English, University of Michigan	Education
SELLARS, WILFRID S. <i>Michigan and Oriel</i> , '34 Asst. Prof. of Philosophy, State University of Iowa, Iowa City	Education
SHAFFER, M. F. <i>Massachusetts and Oriel</i> , '31 Assoc. Prof., Dept. of Pathology and Bacteriology, Tulane University, New Orleans, La.	Education
SHAFFNER, FELIX <i>Arizona and Brasenose</i> , '24 Lecturer in Economics, New York University	Education
SHARP, S. S. <i>Wyoming and Exeter</i> , '14. Asst. State Engineer, Saratoga, Wyoming	Govt. Service
SHEA, R. D. <i>Indiana and Lincoln</i> , '23. Chadbourne, Wallace, Parke and Whiteside, New York City	Law
SHEPARDSON, W. H. <i>New York and Balliol</i> , '10 Vice-President, International Railways of Central America, New York City	Business
SHERBURNE, J. C. <i>Vermont and Wadham</i> , '04 Associate Justice, Vermont Supreme Court, Randolph, Vt.	Law
SHERO, L. R. <i>Wisconsin and New College</i> , '14 Professor of Greek and Registrar, Swarthmore College, Swarthmore, Pa.	Education
SHIPLEY, J. L. <i>Arkansas and St. John's</i> , '11 Medical Corps, U.S. Navy	Medicine
SIBBETT, MORGAN <i>Utah and Merton</i> , '34. Secy.-Treas., Group Health Assoc., Washington, D.C.	Business
SIBLEY, ALDEN K. <i>Nevada and Magdalen</i> , '36	U.S. Army
*SIEBERT, F. J., JR. <i>Nevada and St. John's</i> , '27	
SIEFKIN, C. G. <i>Iowa and St. Peter's</i> , '30. Asst. to the President, Southwestern, Memphis, Tenn.	Education

APPENDIX VI

SIKES, W. E. <i>Colorado and University</i> , '19. Prof. of Economics and Sociology, University of Denver, Colorado	Education
SIMPSON, R. H. <i>Indiana and Brasenose</i> , '13. Secretary, Commonwealth Fund Fellowships, London, England	Educational Foundation
SINCLAIR, J. H. <i>Maryland and Lincoln</i> , '08. Professor of Education and Psychology, Occidental College, Los Angeles	Education
SKEELS, D. C. <i>Montana and Exeter</i> , '30. Research Geophysicist, Standard Oil Development Co., New York City	Research
SKINKER, M. F. <i>Colorado and Exeter</i> , '21. Federal Telephone & Radio Corp., Newark, N.J.	Research
SKINNER, E. LEMOINE, JR. <i>Missouri and Magdalén</i> , '37. Reporter, St. Louis Post-Dispatch	Journalism
SLEDD, J. H. <i>Georgia and Queen's</i> , '36. Instructor in English, University of Texas, Austin	Education
SLEDGE, W. T. <i>Texas and Hertford</i> , '25. Mgr., Estate R. J. Sledge, Kyle, Texas	Business
SLEETH, CHARLES R. <i>West Virginia and Oriel</i> , '34. Asst. Professor of English, Univ. of Oklahoma, Norman	Education
SMITH, ABBOT E. <i>Maine and Balliol</i> , '28. Professor of History and Asst. Dean, Bard College, Annandale-on-Hudson, N.Y.	Education
SMITH, BEVERLY <i>Maryland and Christ Church</i> , '20. <i>The American Magazine</i> , New York City	Journalism
SMITH, COURTNEY C. <i>Iowa and Merton</i> , '38	Education
Teaching Fellow and Tutor in English, Harvard University	
SMITH, DEWITT HENDEE <i>At-Large, Balliol</i> , '27	Medicine
Princeton, N.J.	
SMITH, F. M. <i>West Virginia and Queen's</i> , '13	Education
Professor of English, West Virginia University, Morgantown	

ALPHABETICAL LIST

SMITH, F. TREDWELL <i>Massachusetts and Oriel</i> , '16.	Teacher of Social Sciences, The Dalton School, New York City	Education
SMITH, GLENN <i>Tennessee and Hertford</i> , '11	Fort Worth, Texas	Law
SMITH, H. K., JR. <i>Louisiana and Merton</i> , '37	Commentator, Columbia Broadcasting System	Radio
SMITH, J. E. <i>Nebraska and Hertford</i> , '08.	Prof. of Economics and Dean of Men, Youngstown College, Ohio	Education
SMITH, ROBERT AURA <i>Ohio and Queen's</i> , '20	The New York Times, New York City	Journalism
SMITH, R. S. <i>Missouri and Christ Church</i> , '30	Boise, Idaho	Medicine
SMITH, S. STEPHENSON <i>Oregon and Lincoln</i> , '18	Executive Editor, Research Institute of America, New York City	Journalism
SNOW, CONRAD E. <i>New Hampshire and Magdalene</i> , '13.	Rochester, New Hampshire	Law
SNOW, R. H. <i>Illinois and Merton</i> , '22.	Assoc. Prof. of English, Ohio State University	Education
SOLBERG, C. T. <i>North Dakota and Pembroke</i> , '36.	Contributing Editor, Time Magazine, New York City	Journalism
SOMERS, G. F. <i>Utah and Lincoln</i> , '36.	Asst. Prof. of Biochemistry, N.Y. State College of Agriculture, Cornell University, Ithaca, N.Y.	Education
SOULE, H. W. <i>Maine and Worcester</i> , '05.	Head of College Department, D. C. Heath & Co., New York City	Publishing
SPACKMAN, W. M. <i>Delaware and Balliol</i> , '27	University of Colorado, Boulder	Education
SPAETH, CARL B. <i>New Hampshire and Exeter</i> , '29.	Dept. of State, Washington, D.C. U.N.R.R.A.	Govt. Service

APPENDIX VI

SPARKMAN, THORNE. <i>South Carolina and Christ Church</i> , '24. Rector, St. Paul's Church, Chattanooga, Tenn.	Ministry
SPAULDING, C. A. <i>Arizona and St. John's</i> , '08 Vice-Pres., Presbyterian College of Christian Education, Chicago	Education
SPAULDING, G. F. <i>Arizona and St. John's</i> , '13 Vice-President, Northern Trust Company, Chicago, Ill.	Banking
SPERRY, W. L. <i>Michigan and Queen's</i> , '04. Dean of Divinity School, Harvard University	Education
SPIES, EMERSON G. <i>New York and Brasenose</i> , '36. Mudge, Stern, Williams and Tucker, New York City	Law
SPRAGUE, STANLEY E. <i>Vermont and Trinity</i> , '39 Instructor, John Burroughs School, St. Louis, Mo.	Education
SPRINGER, C. E. <i>Oklahoma and Merton</i> , '27 Professor of Mathematics, University of Oklahoma, Norman	Education
SPRUILL, C. P. <i>North Carolina and Exeter</i> , '20 Professor of Economics, Univ. of North Carolina, Chapel Hill	Education
SPRUILL, J. A., JR. <i>South Carolina and Keble</i> , '30. Assoc. Prof. of Law, University of Georgia, Athens	Law
SPURLOCK, WOODSON <i>Nebraska and Exeter</i> , '22 Standard Oil Co.	Law
STAHR, ELVIS J., JR. <i>Kentucky and Merton</i> , '36 Mudge, Stern, Williams and Tucker, New York City	Law
STAUFFER, D. A. <i>Colorado and Merton</i> , '24 Assoc. Prof. of English, Princeton University	Education
STEDMAN, MURRAY S., JR. <i>Ohio and University</i> , '39	Student

ALPHABETICAL LIST

STEERE, D. V. <i>Michigan and Oriel</i> , '25. Professor of Philosophy, Haverford College, Haverford, Pa.	Education
*STEGER, H. P. <i>Texas and Balliol</i> , '05	Publishing
STEPHENS, F. D. <i>California and St. John's</i> , '13	Business
STEPHENSON, R. M. <i>Indiana and Balliol</i> , '16 Foreign Economic Administration, European Division	Govt. Service
*STEVENS, A. M. <i>Connecticut and Balliol</i> , '05	Medicine
*STEVENSON, E. H. <i>Arkansas and Christ Church</i> , '18. Professor of History, Lebanon College	Education
STEVENSON, W. E. <i>New Jersey and Balliol</i> , '22 Debevoise, Stevenson, Plimpton and Page, New York City	Law
STOCKMAYER, W. H. <i>Massachusetts and Jesus</i> , '35. Asst. Prof. of Chemistry, Massachusetts Institute of Technology, Cambridge	Education
STOCKTON, GILCHRIST B. <i>Florida and Christ Church</i> , '14. President, Ortega Co., Jacksonville, Fla.	Business
*STOCKTON, W. T. <i>Florida and Wadham</i> , '08	Law
STOKES, J. M. <i>South Carolina and Worcester</i> , '27. Asst. Prof. of English, Wesleyan University, Middletown, Conn.	Education
STOLZ, H. R. <i>California and Queen's</i> , '10. Asst. Superintendent of Schools, Oakland, Calif.	Education
STONE, F. F. <i>Ohio and Exeter</i> , '31. Assoc. Prof. of Law, Tulane University, New Orleans	Law
STOTT, GILMORE <i>Ohio and Balliol</i> , '38. Princeton University	Student
STRATTON, W. W. <i>Utah and Lincoln</i> , '13. Secy., Treas. and General Counsel, Harvill Corp., Los Angeles, Calif.	Law
STREIT, CLARENCE K. <i>Montana and University</i> , '18. Author, Lecturer, President, Federal Union, Inc., Washington, D.C.	Publicist

APPENDIX VI

STRICKLER, R. P. <i>West Virginia and St. John's</i> , '07. Professor of Greek, Southwestern, Memphis	Education
STROM, C. W. <i>Iowa and Queen's</i> , '24. Department of State, Washington, D.C.	Govt. Service
STUART, W. A. <i>Virginia and Balliol</i> , '10. Penn, Stuart and Phillips, Abingdon, Va.	Law
STUART, WINCHESTER <i>Kentucky and Queen's</i> , '08. Mortgage Expert, Electric Bona and Share Co., New York City	Business
STUBBS, W. B. <i>Georgia and Christ Church</i> , '18 Professor of Political Science, Emory University, Ga.	Education
STUMBERG, G. W. <i>Louisiana and Exeter</i> , '13 Professor of Law, University of Texas, Austin	Law
STUURMAN, DON <i>Washington and Balliol</i> , '33 Santa Barbara State College, California	Education
SUITS, FREDERICK R. <i>Arkansas and Exeter</i> , '38 Sullivan and Cromwell, New York City	Law
*SULLIVAN, W. M. <i>Rhode Island and St. John's</i> , '14	Law
SUNDERLIN, EUGENE <i>Montana and Wadham</i> , '33. Dept. of Electrical Engineering, U.S. Naval Academy, Annapolis	Education
SUTCLIFFE, W. DENHAM <i>Maine and Hertford</i> , '37. Instructor in English, Harvard University	Education
SWAIN, F. G. <i>Wyoming and Wadham</i> , '13. Judge of the Superior Court, Los Angeles, Calif.	Law
SWAN, D. M. <i>Maine and Trinity</i> , '29. Swan, Keeney and Smith, Providence, R.I.	Law
SWARTZ, C. B. <i>Pennsylvania and Merton</i> , '11 Professor of Religion, Hanover College, Hanover, Ind.	Education
SWARINGEN, M. <i>Mississippi and Exeter</i> , '24. Professor of History, Elmira College, Elmira, N.Y.	Education

ALPHABETICAL LIST

SWEET, WILLIAM H. <i>Washington and Magdal-</i>	Medicine
len, '32. Asst. in Neurosurgery, Harvard Medi-	
cal School and Neurosurgeon, Mass. General	
Hospital, Boston	
TABER, H. A. <i>Rhode Island and St. John's</i> , '10	Education
Master in Science, The Hotchkiss School,	
Lakeville, Conn.	
TABER, N. S. <i>Rhode Island and St. John's</i> , '13	Business
Norman S. Taber & Co., New York City	
*TANDY, C. <i>Kentucky and Exeter</i> , '04	
TAPLIN, FRANK E., JR. <i>Ohio and Queen's</i> , '37	Student
TAYLOR, DONALD W. <i>Kansas and St. Edmund</i>	Education
<i>Hall</i> , '39. Dept. of Psychology, Stanford Univ.	
TAYLOR, R. T. <i>Kentucky and Christ Church</i> , '16	Farmer
Bagdad, Kentucky	
TEFFT, SHELDON <i>Nebraska and Exeter</i> , '24. Pro-	Law
fessor of Law and Acting Dean of Law School,	
University of Chicago	
TEGTMAYER, G. F. <i>Wisconsin and Hertford</i> , '24.	Medicine
Asst. Med. Director, Northwestern Mu-	
tual Life Ins. Co., Milwaukee	
TEMPLETON, JOHN M. <i>Connecticut and Balliol</i> ,	Law
'34. President, Templeton, Dobbrow & Vance,	
Inc., New York City	
TETLIE, JOSEPH <i>Minnesota and Pembroke</i> , '10	Ministry
Madison Lutheran Church, Madison, Minn.	
*THAYER, W. W. <i>New Hampshire and Magda-</i>	Banking
len, '05	
THOENEN, E. R. <i>West Virginia and Exeter</i> , '24	Law
J. R. Watkins Co., Winona, Minn.	
THOMAS, C. WRIGHT <i>Texas and Pembroke</i> , '22	Education
Asst. Prof. of English, University of Wisconsin	
THOMAS, E. T. <i>Maryland and Christ Church</i> ,	Education
'23. Headmaster, Shady Side Academy, Pitts-	
burgh, Pa.	

APPENDIX VI

THOMAS, GEORGE F. <i>Texas and Queen's</i> , '19	Education
Professor of Religious Thought, Princeton University	
THOMAS, J. R. <i>Montana and Jesus</i> , '07. Treasurer, Montana Power Company, Butte, Montana	Business
THOMAS, M. D. <i>Utah and Lincoln</i> , '14. Dept. of Agricultural Research, American Smelting & Refining Co., Salt Lake City, Utah	Research
THOMPSON, JESSE E. <i>Texas and Merton</i> , '39	Medicine
THOMPSON, Q. U. <i>Alabama and Pembroke</i> , '11	Business
THOMSON, ALEXANDER <i>Maine and Trinity</i> , 22 Professor of History and Dean of Freshmen, Wesleyan Univ., Middletown, Conn.	Education
TICHENOR, ROBERT L. <i>Montana and Oriel</i> , '39 Eastman Kodak Co., Rochester	Research
TIGERT, J. J. <i>Tennessee and Pembroke</i> , '04 President, University of Florida	Education
TILGHMAN, C. A. <i>Delaware and Balliol</i> , '26 Smyrna, Del.	Author
TILLEY, G. C. <i>Michigan and Lincoln</i> , '32. Miller, Canfield, Paddock and Stone, Detroit, Mich.	Law
*TIMM, E. W. <i>Iowa and Trinity</i> , '36	Education
TIMMONS, B. E. L. <i>Georgia and Balliol</i> , '38 U.S. Treasury, Washington, D.C.	Govt. Service
Tomlinson, B. <i>Illinois and Christ Church</i> , '07 Export Manager, New York Match Co., New York City	Business
TONG, J. A. <i>Arizona and Hertford</i> , '18. General Mgr., Socony-Vacuum Oil Co., Bogota, Colombia	Business
TOWLES, E. S. <i>South Carolina and Magdalen</i> , '05 Independence, La.	Farmer
*TOWSON, H. D. <i>Georgia and Merton</i> , '13	Ministry

ALPHABETICAL LIST

TRANTHAM, H. *North Carolina and Christ Church*, '05. Professor of Classics, Baylor University, Waco, Texas Education

TREIMAN, ISRAEL *At-Large, Balliol*, '24. Lashly, Lashly, Miller and Clifford, St. Louis, Mo. Law

TRENHAM, N. BRADFORD *Arizona and St. Edmund Hall*, '21. Genl. Mgr., California Taxpayers' Assoc., Los Angeles, Calif. Public Service

TRIPPET, B. K. *Indiana and Jesus*, '31. Dean, Wabash College, Crawfordsville, Ind. Education

TROWBRIDGE, A. B., JR. *New York and University*, '20. Professor of Religion, Rollins College, Florida Education

TUCKER, THE RT. REV. BEVERLY D. *Virginia and Christ Church*, '05. Bishop of Ohio, Cleveland, Ohio Ministry

TUNNELL, J. M., JR. *Delaware and Exeter*, '32 Georgetown, Delaware Law

TURLINGTON, EDGAR *North Carolina and Lincoln*, '11. Roberts and McInnis, Washington, D.C. Law

*TUTTLE, N. *Maine and Trinity*, '17

TYLER, S. ROGER *West Virginia and Worcester*, '29. Foreign Service Officer, Department of State Govt. Service

UNSWORTH, W. S. *Nevada and Wadham*, '08 Asst. Librarian, Reno, Nevada Librarian

VALENTINE, ALAN *Pennsylvania and Balliol*, '22 President, University of Rochester, Rochester, N.Y. Education

VAN DE GRAAFF, R. J. *Alabama and Queen's*, '25. Assoc. Prof. of Physics, Massachusetts Inst. of Technology, Cambridge Education

APPENDIX VI

VAN DER ZEE, J. <i>Iowa and Merton</i> , '05. Professor of Political Science, State University of Iowa, Iowa City	Education
VAN DUSEN, L. H., Jr. <i>Pennsylvania and New College</i> , '33 Drinker, Biddle and Reath, Philadelphia, Pa.	Law
*VAN FLEET, E. H. <i>Ohio</i> , '17	
VAN HYNING, S. J. Jr. <i>Oregon and Pem-broke</i> , '37	Student
*VAN METER, R. E. <i>Oklahoma and Magda-len</i> , '30	U.S. Navy
VAN SANTVOORD, A. S. <i>Vermont and Oriel</i> , '20 Glen Cove, L.I., New York	Editor
VAN SANTVOORD, GEORGE <i>Connecticut and Oriel</i> , '13. Headmaster, The Hotchkiss School, Lakeville, Conn.	Education
VAUGHN, W. S. <i>Tennessee and Christ Church</i> , '25. Coordinator, Post-war Planning, Eastman Kodak Co., Rochester, N.Y.	Business
VERHOEK, F. H. <i>Wisconsin and Trinity</i> , '33 Assoc. Prof. of Chemistry, Ohio State University, Columbus, Ohio	Education
*VERNER, W. H. <i>South Carolina and Christ Church</i> , '04	
VIDRINE, ARTHUR <i>Louisiana and Exeter</i> , '20 Ville Platte, La.	Medicine
VINCENT, G. C. <i>Ohio and Queen's</i> , '04. Union Congregational Church, Upper Montclair, N.J.	Ministry
VOGT, W. C. <i>Oklahoma and Hertford</i> , '11. Asst. Secy. Western Auto Supply Co., Kansas City, Mo.	Business
VOWLES, G. R. <i>North Dakota and St. John's</i> , '07 Professor of German, Davidson College, Da-vidson, N.C.	Education

ALPHABETICAL LIST

*WADE, T. H. <i>Georgia and Exeter</i> , '05	Education
WAGNER, F. T. <i>New Mexico and Lincoln</i> , '24	Law
Mudge, Stern, Williams and Tucker, New York City	
WAGNER, MARTIN <i>Michigan and Magdalene</i> , '35. National Labor Relations Board—Regional Director	Govt. Service
WALKER, C. C. <i>Virginia and Christ Church</i> , '25	Banking
Asst. Vice-President, Wachovia Bank and Trust Co., Winston-Salem, N.C.	
WALKER, F. D. <i>Arizona and St. Edmund Hall</i> , '20. Professor of English, Univ. of Oregon, Eugene, Ore.	Education
WALKER, OWEN F. <i>Rhode Island and Oriel</i> , '33	Law
Thompson, Hine and Flory, Cleveland, Ohio	
WALLACE, B. B. <i>Minnesota and Pembroke</i> , '04	Govt. Service
Adviser on International Trade Policies, U.S. Tariff Comm., Washington	
WALLESER, J. G. <i>Iowa and Oriel</i> , '04. Head of English Department, Quincy College, Quincy, Ill.	Education
WALLIS, W. D. <i>Maryland and Wadham</i> , '07	Education
Professor of Anthropology, University of Minnesota	
WARD, C. L., Jr. <i>Delaware and Merton</i> , '21	Law
Greenville, Del.	
WARREN, ALBA H. <i>Texas and Merton</i> , '36	Student
*WARREN, R. H. <i>South Dakota and Queen's</i> , '14	
WARREN, ROBERT P. <i>Kentucky and New College</i> , '28. Department of English, University of Minnesota	Education
WARRINGTON, E. F. <i>Delaware and St. John's</i> , '07. Harbeson, Del.	Law
WASHINGTON, G. T. <i>Connecticut and Oriel</i> , '29	Law
Professor of Law, Cornell Law School, Ithaca, N.Y.	

APPENDIX VI

WASHINGTON, S. W. <i>West Virginia and Hertford</i> , '20. Foreign Service Officer, Department of State	Govt. Service
WASSON, H. H. <i>Texas and Queen's</i> , '32. Sullivan and Cromwell, New York City	Law
WATKINS, J. K. <i>Michigan and Oriel</i> , '11. Lewis and Watkins, Detroit, Mich.	Law
WATKINS, W. B. C. <i>Mississippi and Merton</i> , '28	Education
WATSON, L. A. <i>Minnesota and Hertford</i> , '30 President, The Maico Co., Inc., Minneapolis	Business
WATT, RICHARD F. <i>Washington and Corpus Christi</i> , '37	Student
WAYBUR, BRUCE <i>California and Balliol</i> , '37 Assoc. Econ. Analyst, Bd. Econ. Warfare, Washington	Govt. Service
WEBER, CARL J. <i>Maryland and Queen's</i> , '14 Prof. of English Literature, Colby College, Waterville, Me.	Education
WECTER, DIXON <i>Texas and Merton</i> , '28. Res. Assoc., Huntington Library, California and Prof. of English, University of California	Education
WEINRICH, ALBERT <i>New Jersey and Exeter</i> , '33 Advertising Copywriter, Batten, Barton, Durstine & Osborne, Cleveland, Ohio	Business
WEISMILLER, EDWARD <i>Iowa and Merton</i> , '38	Student
WELLES, SAMUEL G. <i>New Jersey and University</i> , '35. Editorial Staff <i>Time Magazine</i> , New York City	Journalism
WELLMAN, HARVEY R. <i>New York and Brase nose</i> , '37. Mudge, Stern, Williams and Tucker, New York City	Law
WELLS, J. A. <i>Connecticut and Balliol</i> , '32 Dwight, Harris, Koegel & Caskey, New York City	Law

ALPHABETICAL LIST

WELLS, W. WILLEROY <i>Louisiana and Pembroke</i> , '34. Supt. Public Welfare, Lexington, Va.	Social Work
WERLEIN, P. P. <i>Louisiana and Queen's</i> , '14. St. James Church, Baton Rouge, La.	Ministry
*WEST, A. B. <i>Wisconsin and Oriel</i> , '07	Education
WESTERMANN, J. D. <i>Nebraska and Exeter</i> , '25. Technical Asst., Shell Development Co., San Francisco, Calif.	Business
*WESTON, S. <i>New Hampshire and Magdalen</i> , '25	U.S. Army
*WHALLON, A. K. <i>Indiana and Wadham</i> , '07	Missionary
WHEELER, DONALD <i>Oregon and Pembroke</i> , '35. OSS, Washington, D.C.	Govt. Service
WHIPPLE, WILLIAM, JR. <i>Louisiana and Magdalen</i> , '30	U.S. Army
WHITCOMB, P. W. <i>Kansas and Wadham</i> , '11. Representative Baltimore Sun, War Correspondent, SHAEF	Journalism
*WHITE, ADDISON <i>Alabama and Christ Church</i> , '07	Law
WHITE, BYRON R. <i>Colorado and Hertford</i> , '38	Student
WHITE, CLAYTON S. <i>Colorado and Hertford</i> , '35	Medicine
WHITEHEAD, G. S. <i>Georgia and Balliol</i> , '16. Burlingame, California	Law
*WHITELEY, GEORGE A. <i>Colorado and Mer-ton</i> , '05	Law
WHITELEY, J. C. R. <i>Connecticut and Wadham</i> , '25. Scott Paper Co., Chester, Pa.	Business
WHITNEY, W. D. <i>Connecticut and New College</i> , '19. Cravath, Swaine and Moore, New York City	Law
WICART, C. B. <i>Arizona and Hertford</i> , '26. Fiduciary Trust Co., New York City	Banking
WICKER, CYRUS F. <i>Connecticut and Balliol</i> , '07	Business

APPENDIX VI

WILCOX, H. N. <i>Wyoming and St. John's</i> , '17	Education
Teacher of History, Polytechnic Preparatory Country Day School, Brooklyn, N.Y.	
WILDER, T. S. <i>At-Large, St. John's</i> , '19. Phila- delphia, Pa.	Medicine
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Asst. Prof., Physiological Chemistry, Yale Univ. School of Medicine	
WILLARD, R. C. <i>New York and University</i> , '05	Business
Old Mahogany Shop, Inc., Utica, N.Y.	
WILLIAMS, C. W. <i>Alabama and Pembroke</i> , '19	Education
Professor and Head of Department of Econom- ics-Commerce, University of Louisville, Ky.	
WILLIAMS, DAVID C. <i>Oregon and Jesus</i> , '32	Research
Stress Analyst, Curtiss-Wright Corp., Colum- bus, Ohio	
*WILLIAMS, H. L. J. <i>Georgia and Christ Church</i> , '08	Education
*WILLIAMS, J. M. <i>Illinois and Oriel</i> , '27	Education
WILLIAMS, J. P. <i>Virginia and Christ Church</i> , '33	Education
Headmaster, St. Christopher's School, Rich- mond, Va.	
WILLIAMS, MURAT W. <i>Virginia and Christ Church</i> , '36. Pvt. Secy. to Ambassador to Spain	Govt. Service
*WILLIAMS, P. G. <i>Iowa and Lincoln</i> , '13	
WILLIAMS, W. L. G. <i>North Dakota and Merton</i> , '10. Professor of Mathematics, McGill Uni- versity, Montreal, Canada	Education
WILLIAMSON, J. GASTON <i>Arkansas and Exeter</i> , '35. Monticello, Arkansas	Law
WILLISON, G. F. <i>Colorado and Exeter</i> , '18. Asst. Publicity Director, Democratic National Com- mittee, Washington	Journalism *
WILSON, A. M. <i>South Dakota and Exeter</i> , '24	Education
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WILSON, JOHN A. <i>Rhode Island and St. John's</i> , '23. Shearman and Sterling, New York City	Law
*WILSON, J. H. <i>Vermont and Trinity</i> , '04	Education
WILSON, RALPH T. <i>Nebraska and Lincoln</i> , '18	Govt. Service
WILSON, T. J. <i>North Carolina and St. John's</i> , '24	Publishing
Vice-President & Director, Reynal & Hitchcock, Inc., New York City	
WILTON, S. M. <i>Nevada and Wadham</i> , '10	Business
WINANS, E. J. <i>Oregon and Pembroke</i> , '07. Director of Religious Education, M.E. Mission, China	Missionary
*WING, S. T. <i>Ohio and Wadham</i> , '07	Business
WINSTON, JAMES H. <i>North Carolina and Christ Church</i> , '04. Winston, Strawn and Shaw, Chicago, Ill.	Law
*WITHERSPOON, J. T. <i>Louisiana and Worcester</i> , '23	Medicine
WOLFE, MARSHALL J. <i>Massachusetts and Jesus</i> , '38	Student
WOOD, J. E. F. <i>West Virginia and Christ Church</i> , '27 Root, Clark, Buckner and Ballantine, New York City	Law
WOODBURY, COLEMAN <i>Illinois and Oriel</i> , '26	Govt. Service
Asst. Admin., National Housing Agency, Washington, D.C.	
*WOODY, C. H. <i>Oregon and St. John's</i> , '11	Education
WOODMAN, H. B. <i>Wyoming and New College</i> , '27. Vice-President, Interchemical Corp., New York City	Business

APPENDIX VI

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WOODRUFF, E. P. <i>Texas and Lincoln</i> , '14. Woodruff and Holloway, First National Bank Bldg., Brownwood, Tex.	Law
WORTHEN, J. W. <i>New Hampshire and New College</i> , '10. Boston, Mass.	Law
*WYMAN, H. C. <i>Idaho and Exeter</i> , '26	
*YATES, S. <i>Washington and Lincoln</i> , '11	Publishing
YNTEMA, H. E. <i>Michigan and Wadham</i> , '14. Professor of Law, University of Michigan, Ann Arbor	Law
YOUNG, K. E. <i>Utah and Hertford</i> , '26. Professor of English, Brigham Young University, Provo	Education
*YOUNG, P. M. <i>South Dakota and Oriel</i> , '04	Law
ZEEK, C. F. <i>Louisiana and Queen's</i> , '10. Head of Department of Romance Languages, Vanderbilt University	Education
ZIEGLER, W. A. <i>Iowa and Wadham</i> , '10. Supervisor of Management, Defense Homes Corp., Washington, D.C.	Govt. Service

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